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ABSTRACT

Volumes 3 and 4 of "Peer Review," a quarterly digest of emerging trends and key debates in undergraduate education, are collected in this document. Each issue contains articles on one or more featured topics, a discussion of resources on a related topic, and news from the Association of American Colleges and Universities. The issues, with some featured topics in parentheses, are: (1) Volume 3, Number 1 (study abroad and academic exchange); (2) Volume 3, Number 2 (integrating liberal arts and professional studies); (3) Volume 3, Number 3 (academic governance and the academic culture); and (4) Volumes 3/4, Number 4/1 (learning communities as educational innovation). (SLD)

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Peer Review, 2000-2001

Rafael Heller, Editor

Peer Review v3-4 n1-4,1 Fall 2000-Sum/Fall 2001

Association of American Colleges and Universities

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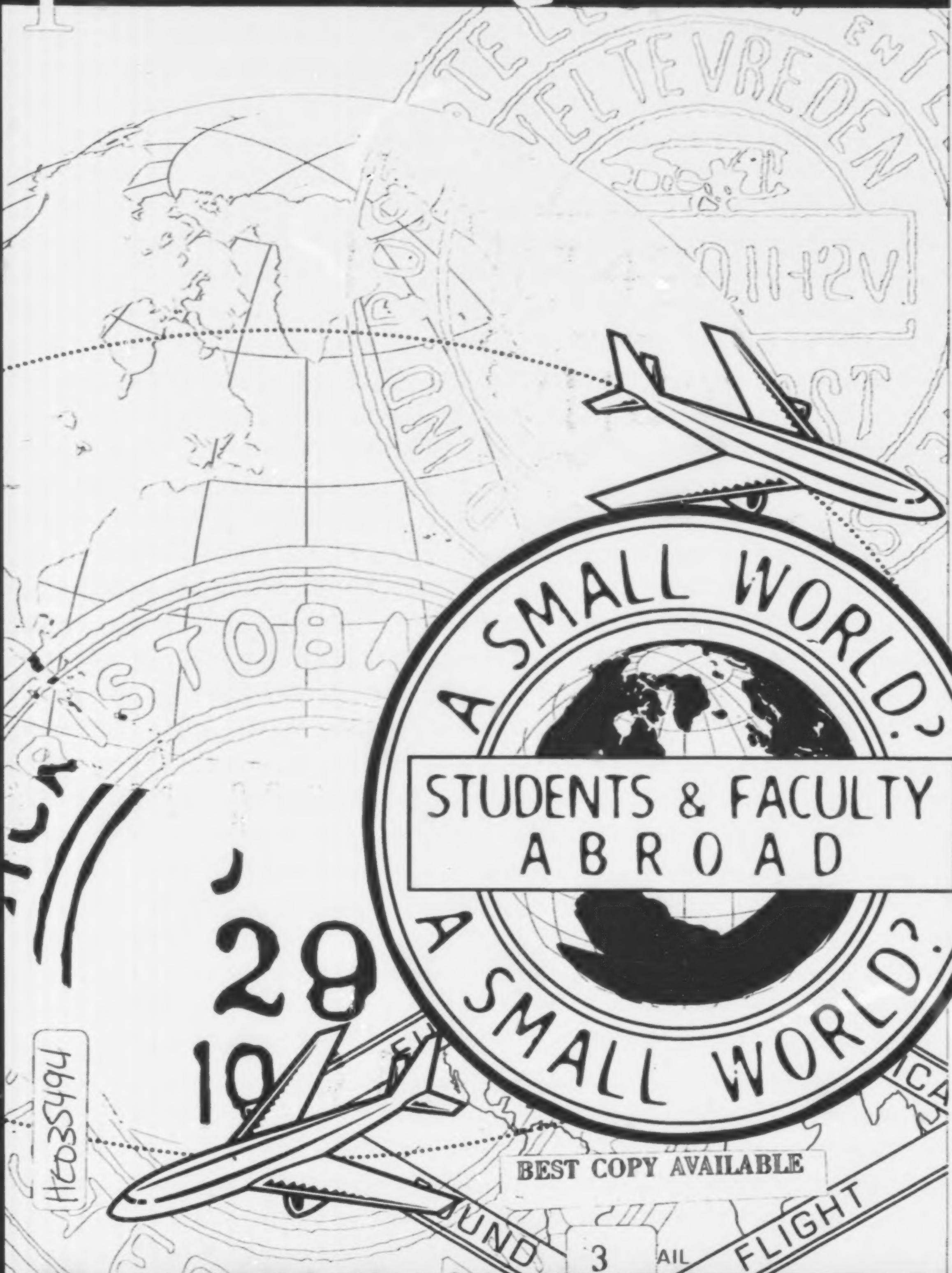
AAC&U

peerReview

A quarterly digest of emerging trends and key debates in undergraduate education

Volume 3, Number 1
Fall 2000



In this Issue

- National Policy and International Exchange
- Study Abroad
- The Worthy Goal of a Worldly Faculty
- Resources for Academic Exchange
- AAC&U News

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FROM THE EDITOR

In April 2000, President Clinton signed a memorandum directing the Secretaries of State and Education to increase their support for international academic exchange. "Today," he wrote, "the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders."

However, we haven't always heard such sentiments from the nation's policy makers. Nor have we heard them from the nation's campus leaders, for that matter—most U.S. colleges and universities have permitted academic exchange to sit on the back burner for decades. Meanwhile, the major international donor agencies, such as USAID and UNESCO, have tended to overlook higher education altogether (since investment in primary schooling has long been regarded as the more pressing need in the developing world). Only in the past few years have they begun to devote serious efforts to building strong tertiary education systems, and to funding exchange programs for college students and faculty.

So why the sudden interest in academic exchange? Most often, the rationale is economic: emerging technologies and global markets have put a premium on workers with advanced training and intercultural experience. And it's not just the multinational corporations that depend on such skilled labor. Wealthy and poor nations alike require growing numbers of professionals, people who can manage new industries and infrastructures and who can navigate across cultural and regional borders.

> The question isn't *whether* academe will become more international—the question is *how* it will do so.

So too has it been argued that access to higher education promotes civil society. For example, a recent UNESCO/World Bank report (available on line at *www.tfhe.net*) praises higher education's capacity "to embody norms of social interaction, such as open debate and argumentative reason; to emphasize the autonomy and self-reliance of its individual members; and to reject discrimination based on gender, ethnicity, religious belief, or social class." Also, some believe that higher education and academic exchange can be instruments of global peace and security: the more educated a citizenry, and the more contact it has with the rest of the world, the less likely it will be to experience civil unrest or to make war against its neighbors. Further, it is hoped that increased educational exchange will lead to deeper understandings of ethnic, linguistic, and religious differences, both within and among nations.

But whatever the reasons for investing in academic exchange and development, the current demand for higher education threatens to dwarf the world's ability to provide it, particularly in the regions where that demand is greatest. For instance, UNESCO estimates that college enrollments in the developing world rose from twenty-eight to forty-seven million between 1980 and 1995, spurring the creation of countless new institutions (many of them fly-by-night operations), as well as a vast study-abroad industry in those countries that have the means to service it. (While the U.S. has long been the primary destination for international students, nations such as England, Australia, and China have also begun to compete for large shares of this market.)

Given higher education's astonishing growth worldwide, its potential for exploitation, its role in civil society, and its importance to the global economy, the question isn't whether academe will become more international—the question is *how* it will do so.

Our goal in this magazine is to provoke informed debate over the shape that academic exchange will take in the years ahead. To that end, we offer concise descriptions of current trends, key players, and useful resources, helping readers to better understand the context for reforms that they no doubt have begun to witness, and perhaps direct, at their own institutions. Finally, we hope that this issue of *Peer Review* will prove of interest not only to international exchange professionals but to faculty, staff, and administrators throughout the campus.

International Exchange and the National Policy Climate

by Michael McCarry, Executive Director, The Alliance for International Educational and Cultural Exchange

> To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures…A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad."
>
> —Bill Clinton
> *April 19, 2000*

IN HIS APRIL 19 EXECUTIVE MEMORANDUM, Bill Clinton raised the policy stakes considerably for international education in the United States.

In directing the Secretaries of State and Education to strengthen international education—both by better preparing American students for globalization and by bringing more foreign students to the U.S.—the President explicitly linked international education and American national interests. International education, the President argued, directly affects U.S. security and prosperity.

The President's memorandum marks the first assertion of a U.S. national policy on this topic for over thirty years, certainly the most comprehensive statement since the passage of the Fulbright-Hays Act in 1961.

Like other events that have lately signaled an improving policy climate for international education, the President's memo resulted from the combined efforts of government officials and the international education community. The document got its start, at least conceptually, at a 1998 meeting titled "U.S. Leadership in International Education: The Lost Edge?" Jointly sponsored by the U.S. Information Agency (USIA) and the Educational Testing Service, this conference sought to clarify national interests in study abroad and exchange and to discuss ways in which the U.S. could respond to increasing competition in the global student market. The conference's most important outcome—as USIA officials and non-governmental partners agreed—was the recommendation to press for a national policy on international education.

The drive to create such a policy began in March 1998, when the board of NAFSA: Association of International Educators approved a plan calling for the adoption of a national policy within three years. NAFSA's staff immediately began working on the goal, inviting the Alliance for International Educational and Cultural Exchange and other non-governmental and higher education organizations to help think through the substance of such a policy and to build the necessary momentum. In order to make the case for a national policy, these groups created a position paper, which NAFSA and the Alliance began sharing with leaders in the Departments of Education and State, USIA, and in Congress.

The position paper mirrored the interests of a handful of key Clinton administration appointees in the Department of Education and USIA (which was soon to be merged into the State Department). With strong support from their career staffs, these officials used the paper to move the policy initiative forward quickly. Soon, Secretary of Education Richard Riley seemed to be touting the importance of international education at nearly every public appearance, most notably at the Millennium Awards Dinner in March 2000, where he recognized Americans whose voluntary contributions had furthered the nation's commitment to global learning. Six weeks later, and on the same day that the White House released President Clinton's memorandum, Riley gave a stirring speech at the French Embassy, pointing toward a new federal commitment to international education.

Congressional support grows

The President's memorandum and Riley's speech added up to the most significant day for international education policy in decades, but several other recent developments also suggest a warming trend in the policy climate, and they too deserve mention. Perhaps foremost is the increasing appropriation for State Department exchanges, including programs such as Fulbright and International Visitors.

Appropriations for these programs have grown from $185 million, four years ago, to $231.5 million in fiscal year 2001 (presuming that the levels agreed upon by the House and Senate are enacted). Even allowing for a modest budgetary restructuring that earmarked $24 million of this budget to cover salaries and expenses, the funds represent roughly a twelve percent increase, in actual program money, for the last year alone. The only downside: due to precipitous cuts in the mid-90's, the exchange budget still falls short of its historic high by nearly $10 million, without adjusting for inflation.

The Congressional voices promoting these funding increases are audible on both sides of the aisle and in both houses. In fact, the Senate's Commerce, Justice, State (CJS) appropriations subcommittee, chaired by Sen. Judd Gregg (R-NH), has often exceeded the Clinton Administration's budgetary requests for international exchange. In matching Clinton's $225 million request this year, the subcommittee stated in its report that the Senate

> "recognizes that international education—imparting global literacy to students and other citizens as an integral part of their education—is important to ensure our nation's ability to meet key challenges, including national security and the management of global conflict, competitiveness in the global market, and an increasingly multi-cultural society."

That language, authored by the Republican majority, tracks remarkably closely with President Clinton's statement, and with the NAFSA/Alliance paper. Further, it gives us reason to anticipate that no matter who wins the White House, strong support for international education and exchange will continue.

On the House side, where appropriators have been generally supportive but have had less maneuvering room to increase funding, leading Republicans and Democrats this year defended international exchanges successfully on the floor. Three amendments to remove money from the exchanges account failed—two of them lost floor votes, and the third was withdrawn after its sponsor received pressure from constituents. In floor debate on one of these proposed amendments, Rep. Harold Rogers (R-KY), who chairs the appropriations subcommittee that funds the State Department, argued that the measure would do real damage and "cut into the meat of exchange programs" such as Fulbright and International Visitors. Rogers added that other leading Republicans, including Rep. Benjamin Gilman (R-NY), chairman of the International Relations Committee, opposed the measure. The subcommittee's ranking Democrat, Rep. José Serrano (D-NY) also spoke against the amendment.

The general pattern for funding international education programs administered by the Department of Education follows a similar pattern. Strong champions from both parties, including Reps. David Obey (D-WI) and John Porter (R-IL), have provided near-annual increases over the past decade, increasing the funds for Title VI language and area studies centers and for Fulbright-Hays programs by over fifty percent, in constant dollars. The Coalition for International Education points out, however, that funding still falls short of its highest levels, reached in 1967.

In another heartening development, Congress quickly enacted this fall, and President Clinton signed into law, a bill that provides $1.5 million for a new study abroad program for American students with financial need. The bill, authored by Rep. Gilman and sponsored in the Senate by Sen. Richard Lugar (R-IN), makes available "top-up" grants of up to $5,000 to support study abroad, with preference given to students who receive Pell assistance.

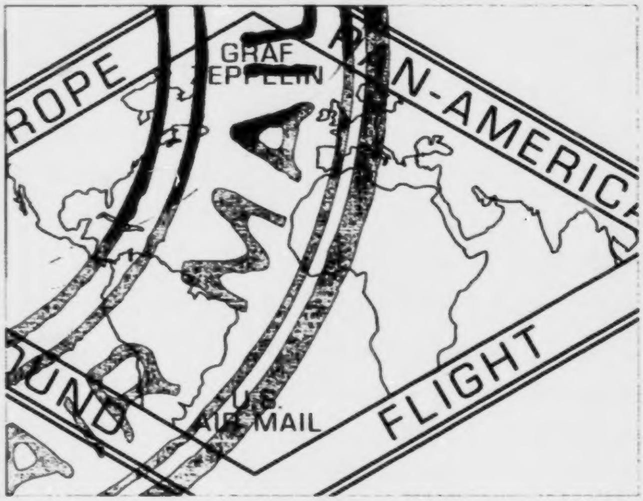
Immigration issues still hamper exchange

This positive policy momentum is genuine, but problems persist. Most notably, the Coordinated Interagency Partnership Regulating International Students (CIPRIS), developed by INS in response to a 1996 legislative mandate, singles out foreign students and scholars among non-immigrants for an expensive, cumbersome, and (some argue) unworkable level of government scrutiny, by way of a computer-based tracking system. After the Immigration and Naturalization Service (INS) announced its initial implementation plan, the agency received over 5,000 letters in response, no doubt most of them critical. Meanwhile, the higher education and exchange communities have argued strenuously to improve CIPRIS's system design, and more recently have attacked the plan on conceptual grounds, in hopes of prompting a repeal.

Given the past year's improvements in international education policy, CIPRIS—based on a law passed in 1996—now appears somewhat anachronistic, running counter to the spirit of Clinton's recent memorandum, which explicitly commits the U.S. government to "encouraging students from other countries to study in the United States." At a time when other nations are aggressively courting foreign students and taking aim at the U.S. "market share" of student flows, the construction of an elaborate system of computer tracking—not to mention the requirement that each student pay $95 to defray the system's costs—presents an obstacle, not an incentive. Fortunately, while the fate of the repeal effort is unknown as of this writing, the current political pot-stirring is likely to at least delay implementation of CIPRIS, and it has already resulted in positive changes to the proposed system.

In a couple of other key areas, the government has not provided resources to back up its internationalist rhetoric. For instance, even in the face of growing competition for international students—most notably from Australia and the United Kingdom—both Congress and the Clinton Administration have failed to give a meaningful increase in support for the U.S. network of nearly four hundred overseas advising centers. These centers (a thinly funded collection of offices in Fulbright commissions, U.S. embassies, and local institutions) are only partially subsidized by the State Department, and they struggle to find adequate money and professional staff to fulfill their mission. In spite of verbal support from Washington and what looks to be a healthy budget for exchanges, the appropriation for advising has remained essentially static, at just over $3 million.

Further, the State Department's administration of the Exchange Visitor Program (which brings foreign nationals to the U.S. under a range of academic and other exchange categories, using the J visa) has also appeared out of step with the recent rhetoric. Many academic and exchange sponsors—all of whom must be designated by State to participate in the program—regard the Department's approach as too focused on the enforcement of regulations, rather than the facilitation of exchanges. For example, foreign researchers confront a three-year limit on their stay in the U.S., a constraint that is no longer realistic for top-level research in many scientific and technical disciplines. In fact, State routinely waives the requirement for research scholars at government laboratories—universities, however, have found extensions to be very hard to secure.



The USIA/State merger: A key to the future

In 1999, the United States Information Agency was merged into the Department of State. How the merger plays out in the long run will be a significant factor in the health of international education and exchange. An October 2000 report by the U.S. Advisory Commission on Public Diplomacy, titled "Consolidation of USIA into the State Department: An Assessment After One Year," concedes that the jury is still out, but it presents a mixed picture of progress to date. The study describes low morale among former USIA staff, who are now struggling to adjust to the State Department's bureaucracy. Further, the study suggests that the Bureau of Educational and Cultural Affairs, which administers the exchange programs, needs to be better integrated into the larger mission of the Department.

Assessing the ultimate success of this consolidation will require answers to several important questions. For instance, is the State Department committed to fighting for adequate resources for exchanges? Will the Department encourage Congress to maintain protective earmarks for public diplomacy and exchanges? Will overseas public diplomacy units (posts formerly operated by the USIA) be adequately staffed? Will Foreign Service Officers find that their careers stall after they take public diplomacy assignments, or will they advance as rapidly as their colleagues? In its regulatory and consular functions, will State create an internal policy climate that clearly identifies international education with the national interest? This list is not exhaustive, but such questions will over time reveal how well exchanges are faring in the State Department.

Students as policy makers?

Another concern cited by some educators is the lack of a sufficiently compelling new argument for international education, one that can replace the justification supplied by the Cold War. In some ways, the absence of a conceptual rationale that can be expressed in a sentence or two is not surprising. After all, no single new organizing principle has emerged for U.S. foreign policy in general, despite much effort both in and out of government—perhaps because our international concerns have become too varied and complex to be expressed this way.

But if we lack a single "magic sentence" to explain the value of international exchange, we do have a growing, bipartisan consensus that exchange programs offer an effective tool to respond to a complicated policy environment. Scholarly, professional, and student exchanges bring thousands of influential (or likely-to-become influential) foreign citizens to the United States annually for encounters that more often than not will leave them with a greater understanding of American society, values, and policies. These are enormous assets for the U.S., assets that are increasingly appreciated by politicians and by the broader public.

Moreover, the challenges of globalization—the need to prepare our citizens for success in a rapidly changing world—offer a compelling argument. We hear increasingly effective testimony from constituencies across the U.S.—campuses, high schools, communities, families—about the value and relevance of international education to their lives. As President Clinton argued in his April memorandum, Americans must be prepared to deal with a more interdependent world, and that preparation requires area studies, foreign language skills, and substantive overseas experience. These requirements all are, unarguably, matters on which Americans have some catching up to do.

While American study abroad numbers have steadily gone up in recent years (see David Bachner's article in this issue), they remain a tiny fraction of the eligible student population. There may be no more important exchange issue for the U.S. than the need to get more Americans overseas in meaningful ways. Our nation will require expertise to deal with an increasing array of global problems that affect our security—problems that range from issues of war and peace to public health, the environment, and trade. And to maintain both our world leadership and our prosperity, our students must be equipped to compete with the best students from anywhere in the world.

Corporations, which have become international entities, pursue top-drawer talent with little if any concern over what passport that talent carries to an airline counter. If American students are to compete successfully with the growing numbers of multilingual students from other countries—including the over 500,000 now studying in the U.S.—they must become better able to understand various political systems, speak foreign languages effectively, and know how to function in settings where not just one but several foreign cultures may interact simultaneously.

Government initiatives to encourage study abroad—most notably the Fulbright program and the National Security Education Program (NSEP)—have been creative and remarkably successful in providing high quality experiences with too-limited resources. Most campuses and many non-governmental providers offer outstanding programs, too. But if our economic assumptions about globalization prove to be a reality, American students themselves may, in the end, be the most powerful force in creating more and better programs in international education.

Public responses to the bill now being sponsored by Rep. Gilman may prove especially instructive. The bill, which broadens opportunities for study abroad by giving preference to students with financial need, provides only $1.5 million in its first year. Allowing for the costs of administering the program, that money translates to a maximum of around 300 awards. If—as many observers assert—growing numbers of students are realizing the value of international education to their own lives, that number is likely to meet only a fraction of the demand. In that case, we might see real political pressure to enlarge the program, which could increase public awareness of international education and even, in the end, stimulate increased participation in all forms of study abroad. By "voting with their feet" and demanding additional study abroad opportunities, American students may be the ones to confirm the arguments in the President's memorandum, and to provide the ultimate rationale for increased U.S. support of international education.

Study Abroad: A Summary

by David Bachner, Dean of Global Studies, Hartwick College

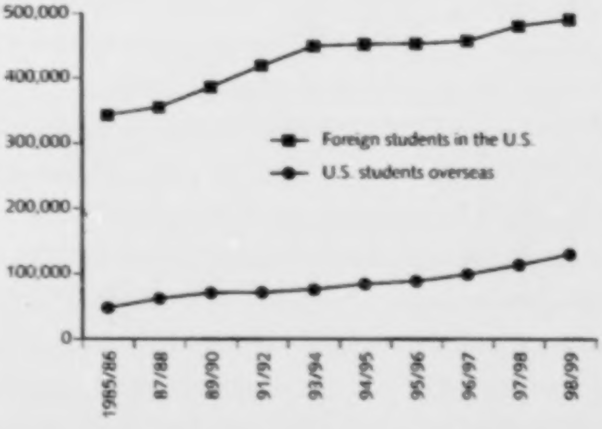
FOR AT LEAST THREE MILLENNIA, students have been crossing cultural and national borders for educational purposes. Historically, such "wandering scholars" (Wallace, 1980) have tended to migrate from the peripheries to the centers of geopolitics and learning (Altbach & Lulat, 1985). In the past half-century, however, these independent sojourners have been joined increasingly by students participating in more formally organized study abroad programs. Although European and North American destinations continue to predominate, the advent of globalization has in many ways begun to blur distinctions between centers and peripheries. Virtually all parts of the world are coming to be perceived as equally valuable destinations for the development of intellectual and global competencies.

How is collegiate-level study abroad defined today? The following features deserve mention: (1) Study abroad is an educational sojourn in another cultural milieu. (2) It is extensive, lasting for some weeks, at least, and typically lasting for an academic semester or year (and sometimes longer, as is especially the case for international students in the U.S.). (3) It seeks to promote intensive exposure to the other culture, its people, and its institutions. (4) It may be undertaken for a variety of personal reasons (e.g., adventure, escape from difficulties at home), but mainly it aims to develop foreign language skills, academic and professional credentials, increased knowledge of the host country, or improved international understanding and relations. (5) It can be organized programmatically or arranged by an individual. (6) Whether the participant is hosted in a foreign university or engaged in independent/directed studies, s/he usually expects to receive academic credit for the experience. (7) However, the understanding that presumably comes from living in another culture—rather than the academic credits one may receive from studying there—is study abroad's most fundamental rationale and hallmark.

Worldwide, the magnitude of study abroad is considerable. Recent data suggest that more than 1.3 million students are studying outside their native countries (UNESCO, 1996). In academic year 1998-99, approximately 500,000 international students studied in the U.S., and nearly 114,000 Americans earned college credits abroad (Institute of International Education, 2000). The data also indicate rapid annual growth in enrollments; increases to destinations in Asia and the Pacific are especially noticeable.

However, as I'll explain in the following sections, the research findings on study abroad effects are often inconclusive, and the practical challenges facing our institutions are many.

Study Abroad Enrollments, 1985–1998



Totals include both undergraduate and graduate students. No distinction is made between short-term and long-term periods of study.

Source: Todd M. Davis (Ed.). Open Doors: 1998-99 Report on International Educational Exchange. New York: Institute of International Education, 2000. Data reprinted with the permission of IIE. Additional data is available on line at www.opendoorsweb.org.

The outcomes of study abroad

A major justification for study abroad has long been that it contributes to a more informed, cooperative, and peaceful world by having a positive influence on the knowledge, attitudes, and behavior of individual participants (Spaulding et. al., 1976). The purported outcomes include an increased internationalist orientation, an enhanced knowledge of the world, greater maturity, improved communication skills, a growth in leadership capacity and sense of civic responsibility, and an overall reluctance to perpetuate negative stereotypes and distortions of other cultures. Further, some commentators (e.g., Alger, 1980; Richardson, 1980) suggest that such changes in individuals can have a salutary effect on foreign policy goals and governmental sensitivity to other nations' interests.

The technical shortcomings of the existing research have not diminished proponents' belief in study abroad's overall value.

Certainly, there is an extensive and diverse body of literature on study abroad, the bulk of which has been developed since World War II. Over the years, this corpus has grown to include both traditional micro-level studies, which focus on the psychological aspects of an individual's cross-cultural experience (e.g., see the early reviews of Cormack, 1962, and Walton, 1967), and later macro-level research concerned with study abroad's economic and political impact on national development (e.g., see Barber et. al., 1984, and Fry, 1984). Multivariate approaches (utilizing comparative data in the analysis of costs, benefits, and policy implications) have slowly begun to supplement correlational analyses (primarily utilizing North American data) of the cross-cultural adjustment of sojourners.

Unfortunately, the extensiveness and diversity of the research literature do not mitigate its general lack of rigor, inclusiveness, and fragmentation. The endemic weaknesses of the existing research include: little attempt to develop theory or formulate hypotheses; a dearth of longitudinal studies that focus on the enduring, residual effects of study abroad; an inattention to the concrete behavioral manifestations of change; a lack of background data about respondents; an over-reliance on tabulatory survey techniques; and a seeming reluctance to utilize less conventional but promising "depth" approaches (e.g., life stories, autobiographies, intensive taped interviews). These methodological weaknesses are exacerbated by asymmetries in program objectives and impacts (Barber, 1983), the ambiguity of constructs (Carlson & Widamen, 1988), and the cultural biases of researchers (Triandis & Brislin, 1984).

Clearly, one of the tasks now incumbent upon study abroad professionals is to perform systematic assessments of changes in participants' knowledge, attitudes, and behaviors. Meanwhile, though, the technical shortcomings of the existing research have not diminished proponents' belief in study abroad's overall value.

U.S. students abroad: Current issues and challenges

Thus far, I have considered study abroad generically, without distinguishing among students of different nationalities. In this section and the next, I'd like to address study abroad from the perspective of, respectively, *U.S. students going overseas to study* and *foreign students coming to the United States.*

Such categorizations are inevitably over-generalized. In reality, distinctions among sojourners are subject to numerous factors in addition to nationality. For example, we might focus on the length of the sojourn, the student's age and gender, his/her attitudes prior to embarking on the experience, language proficiency, previous travel experience, degree of cross-cultural preparation, institutional support, and so on. These caveats notwithstanding, I consider the following issues and challenges to be most crucial for those concerned specifically with U.S. students abroad:

How to integrate study abroad into the larger curriculum? One can argue that just the *experience* of studying abroad is its full educational value. Over the past three decades, however, study abroad professionals increasingly have taken the position that the experience needs to be buttressed substantially if we are to make the most of its educational potential. Specifically, there are several ways in which it can be made an integral part of the formal curriculum: it should be credit-bearing; students should be systematically oriented (i.e., provided with a solid grounding in the history, culture, and language of the host setting); students should receive logistical and advisory support before and during the experience; and students should be systematically debriefed upon returning home to help them integrate the results of the experience into their ongoing studies, life choices, and post-college careers.

How to make study abroad safer? The issue of safety has been of paramount concern in study abroad in the past decade. This is not to say that the health and safety of participants is a new concern; accidents, illnesses, instances of victimization, natural disasters, and political strife have always been problematic realities for sojourners. However, a series of highly publicized tragedies in recent years have brought the issue of safety to an unprecedented level of acuteness. Consequently, institutions facilitating study abroad have had to become much more attentive to—even preoccupied with—legal liability and the possibility of governmental regulation. This notoriety has been exacerbated by the rapid growth in study abroad numbers (an otherwise positive development) and the difficulty in implementing standards and structures applicable to the wide range of institutions, activities, and methodologies that comprise study abroad as a field. Many practitioners believe that the best way to address safety concerns is to build awareness within participating institutions and professional associations, not by creating external regulation or legislation. These are now matters of intense debate.

How to make study abroad experiences less insular? The evolution of study abroad from the "wandering scholar" model to the "program participant" model has presented genuine tradeoffs. On the one hand, better organization of the study abroad experience contributes to enhanced safety and closer ties between the experience and the formal curriculum. On the other hand, programs might inadvertently function as cultural "bubbles" within which it becomes too easy for students to spend their time with other Americans, as opposed to seeking more intensive and extensive interactions with the host society and its institutions. Incorporating homestay and community-based learning opportunities into the study abroad experience are promising approaches to achieving this balance.

How to take advantage of having studied abroad? The study abroad experience does not necessarily end when participants go home. At least preliminarily, some research suggests that the effects of study abroad can be long-lasting, and that many participants utilize those effects in the form of greater self-reliance; problem-solving, research, foreign language, and coping skills; academic, career, and other life choices; empathy and respect for differences; commitment to international and other socially contributory activities; and cultural mediation (Bachner & Zeutschel, 1994). A challenge for study abroad educators is to help participants find ways to channel those effects into their post-collegiate lives. Specifically with respect to cultural mediation, study abroad alumni would seem to be natural candidates for training in inter-group relations and conflict management (Bachner, 1993; Klineberg, 1981; Wilson, 1985).

How to expand study abroad participant numbers, constituencies, and destinations? While study abroad participation among U.S. students has witnessed upswings in recent years, the proportion of individuals who avail themselves of the opportunity remains minute. Raising the numerical bar involves a complicated matrix of approaches, among them: inspiring more international interest on the part of the "typical" American student, who has not been raised to view international involvement as especially crucial; reaching out and gearing study abroad opportunities to groups (e.g., community college students, older/non-traditional students) whose experiences and goals might not be satisfied by the traditional junior-year-abroad, liberal-arts undergraduate model of foreign study; promoting the relevance of study abroad settings beyond Europe; promoting the importance of foreign language learning; finding ways to apply financial aid and scholarship money to study abroad in order to increase access to opportunities for all students; encouraging younger students to participate in study abroad through short (e.g., one-month) experiences buttressed by intensive preparation and debriefing (Bachner et. al., in press); and establishing a formal continuity between levels of study abroad programs (for example, students who participated in high school exchange programs could be sought out and encouraged to continue their international pursuits via study abroad in college).

Countries sending the most students to the U.S., 1998/99

country	# students	% of total
China	51,001	10.4
Japan	46,406	9.5
Korea, Rep. of	39,199	8.0
India	37,482	7.6
Taiwan	31,043	6.3
Canada	22,746	4.6
Thailand	12,489	2.5
Indonesia	12,142	2.5
Malaysia	11,557	2.5
Mexico	9,641	2.0
Germany	9,568	1.9
Turkey	9,377	1.9
Hong Kong	8,735	1.8
Brazil	8,052	1.6
United Kingdom	7,765	1.6
TOTAL	**490,933**	

How to augment study abroad advisement? Study abroad advisors play a central role in assuring program quality, but colleges and universities rarely provide them much in the way of training opportunities. Advisors need support if they are to stay informed about the range of programs available, how to promote them, their curricular technicalities, the financial aid implications, the required documentation, safety issues, research on cross-cultural adjustment, and so on. Further, institutions should find ways to coordinate between study abroad and academic advisement, and they ought to make clear that advisors play a legitimate role as educators, sharing some of the responsibilities of regular faculty.

International students in the U.S.: Current issues and challenges

Most of the challenges related to sending U.S. students abroad—such as integrating the experience into the rest of the curriculum, promoting health and safety, and providing adequate support services—apply to foreign students in any locale. However, research suggests that foreign students in U.S. institutions face some unique difficulties, and their hosts should be aware of certain considerations in assisting these students. In sum:

Beware generalizations. There is great diversity among international students, and we should be careful not to stereotype the "international" any more than we should the "American." The same caveat applies to generalizations about particular cultures and nationalities. In fact, an international student's adjustment to a campus will depend on a range of factors. Culture and nationality are unquestionably important, but so are an individual student's age, sex, personality, attitudes, prior experiences, or situational issues. Unfortunately, academic hosts are often quick to blame cultural and national differences.

Attend to the full range of challenges. The large body of research on international students in the U.S. (e.g., Altbach et. al., 1985; Barber, et. al., 1984; Berry, 1985; Klineberg & Hull, 1979; Lysgaard, 1955; Spaulding et. al., 1976) identifies a number of key problem areas that merit attention by host institutions. They include language difficulties for academic and/or social use, loneliness, homesickness, integration into campus life, diet, housing, money, time pressures, local customs, prejudice, availability of/access to professors, availability of appropriate courses, lack of mobility, the impact of events back home (political upheaval and natural disasters), and fear of the future (especially with respect to postgraduate employment and the political/economic/social environment that might greet one upon returning home). An especially important influence on students' satisfaction with the study-abroad experience is the degree to which they are able to develop relationships beyond the superficial with members of the host society (Klineberg & Hull, 1979).

Diagnose the locus of problems. When advising international students, it is not always clear what *sort* of problem is at hand, nor what kind of response makes the most sense. For rough diagnostic purposes, it might be helpful to differentiate among three general types or sources of problems: (1) *problems in the person* are indicated when (unconstructive) individual behaviors are repeated in a variety of situations, both in the host country and native country; (2) *problems in the setting* generally will not be repeated in different circumstances, either in the host country or the native country (e.g., there may be a bad match with a particular roommate, the most likely solution being a change of roommates); and (3) *problems in the process of intercultural adjustment* are

Leading Destinations for U.S. students abroad, 1998/99

country	# students	% of total
United Kingdom	27,720	21.4
Spain	12,292	9.5
Italy	11,281	8.7
France	10,479	8.1
Mexico	7,363	5.7
Australia	5,368	4.1
Germany	4,534	3.5
Costa Rica	3,449	2.7
Israel	3,302	2.5
Ireland	3,073	2.4
Japan	2,485	1.9
China	2,278	1.8
Austria	1,865	1.4
Netherlands	1,466	1.1
Greece	1,347	1.0
TOTAL	**129,770**	

Totals include both undergraduate and graduate students. No distinction is made between short-term and long-term periods of study

Source: Todd M. Davis (Ed.). Open Doors: 1998-99 Report on International Educational Exchange. New York: Institute of International Education, 2000. Data reprinted with the permission of IIE. Additional data is available on line at www.opendoorsweb.org.

indicated when an individual's difficulties occur in a range of settings in the host country, but are not evident upon the individual's return home (Bachner, 1988). The challenge for the host institution is to make sure that the solution really does fit the problem.

Conclusion

Study abroad has a long tradition. It has an extensive, if uneven, research literature. A great number of people will testify to its benefits. It has a base of support among professional associations and alumni. And it has a widespread presence in institutions of higher education. Given these attributes, it should be a powerful means of internationalizing campuses and curricula. I use the qualifier "should be," however, because campuses do not automatically become sophisticated about international issues just because they offer study abroad programs. Certain preconditions and reinforcing activities are necessary, relating to three areas in particular:

Conceptualization and promotion. There needs to be consistent acknowledgment of study abroad's importance to the institution's educational mission. This can be reinforced in catalogues, admission materials, fundraising communications, alumni publications, relevant faculty committees, planning discussions, and other forums.

Implementation and support. For such recognition to be genuine and credible, study abroad needs to be woven into the programmatic, curricular, and financial fabric of the institution. At a minimum, approved study abroad activities should be credit-bearing. There should be a dedicated program and administrative budget to support the activities of staff trained in study abroad and international student advisement. Ideally, need-based aid and other funding will be allowed to support study abroad, and faculty will play a formal, integral role in study abroad planning, implementation, and maintenance.

Assessment and evaluation. Finally, study abroad's effects on student learning and program quality need to be examined in a systematic and ongoing way in order to determine whether or not stated educational goals are being met by these activities, to generate feedback for program development, and (assuming that the effects of study abroad are as valuable as proponents claim) to justify institutional support.

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The Worthy Goal of a Worldly Faculty

by Patti McGill Peterson, Executive Director, Council for International Exchange of Scholars, and Vice-President, Institute of International Education

MANY COLLEGES AND UNIVERSITIES HAVE SUCCEEDED in creating large study abroad programs, attracting foreign students, and teaching courses about other parts of the world. While important, these endeavors do not in and of themselves make for a worldly campus. All too often, they add up to merely a list of disconnected activities, lacking a coherent sense of purpose or a comprehensive vision of what it means to be educated in an era of globalization. What is missing is an enduring foundation that has the power to connect disparate activity and to permeate the curriculum with a global dimension.

Students graduate, but the faculty remain and serve as the stewards of the curriculum. They can be the agents of a holistic approach to a more broadly defined educational program, or they can balkanize the curriculum, allowing cross-cultural scholarship to settle in tiny niches with little overall impact. As a group, they have the capacity to set a deeply embedded foundation for the international and intercultural character of an institution. Investing in the worldliness quotient of all college and university faculty—not just the area studies specialists—has the potential to pay off in myriad ways.

> Shouldn't we be talking about study abroad opportunities for those who teach?

Reaching more students

Policy discussions at the national level currently register the need to put greater stress on international education, but they tend to focus upon sending U.S. students abroad and attracting foreign students to U.S. institutions. Either way, the emphasis is on student exchange.

Study abroad has stood for a long time as the key index for measuring the international profile of colleges and universities, particularly those primarily devoted to undergraduate education. However, in choosing only this index, we invite disappointing findings. The percentage of students studying abroad, while growing, is still very small in proportion to the total number of students enrolled.

If we look beyond the traditional college or university campus, we'll see that student participation in study abroad shrinks to an even smaller percentage. Nontraditional students now represent approximately forty percent of total student enrollments, and their numbers are growing rapidly. These students are older, they often work full-time, they tend to choose a career-oriented program of study, and they have no time for study abroad. With the growth of distance learning, they will not need to venture much further than their home computers.

For the model of international education that depends upon study abroad as its key index, this group is not a likely clientele. Yet these students, along with their more traditional counterparts, need to have an education that will prepare them to live in a world where nations and cultures will be closely connected. They will live in a world where their careers and their lives will depend on how well they have been prepared to exercise their citizenship, not simply in a national setting, but simultaneously in a global realm of opportunities and challenges.

While there now exist some efforts to create programs that send working and adult students overseas, usually on short trips, they currently serve an extremely small number of students. These opportunities need to be expanded, but, in the meantime, the faculty may be these students' primary guide to the study of the larger world. Indeed, faculty can be a force for developing a more global perspective for all students—no matter their majors, the kinds of institution they attend, or whether they study on campus or through an electronic network.

Signs of parochialism

If faculty play such a critical role in international education, then shouldn't we be talking more about study abroad opportunities for those who teach? Otherwise, if we do succeed in getting greater numbers of our students to study abroad, might we end up with faculty members who are less worldly than their students? And don't we believe that a cross-cultural perspective is essential to shaping the teaching repertoire of all faculty, regardless of the academic discipline? If the answers to those questions are in the affirmative, then we need to take stock of what the study abroad opportunities look like for U.S. faculty.

Orgins of Foreign Scholars in the U.S., 1998/99

country	# scholars	% of total
China	11,854	16.8
Japan	5,572	7.9
Germany	5,161	7.3
Korea, Rep. of	4,660	6.6
India	4,369	6.2
United Kingdom	3,154	4.5
Canada	3,129	4.4
France	3,015	4.3
Russia	2,693	3.8
Italy	2,017	2.9
Spain	1,610	2.3
Taiwan	1,209	1.7
Brazil	1,208	1.7
Australia	1,119	1.6
Netherlands	1,047	1.5
TOTAL	**70,501**	

Source: Todd M. Davis (Ed.). Open Doors: 1998-99 Report on International Educational Exchange. New York: Institute of International Education, 2000. Data reprinted with the permission of IIE. Additional data is available on line at www.opendoorsweb.org

For any college or university serious about the goal of becoming a more worldly, globally oriented institution, the issue of faculty development warrants attention and commitment. Unfortunately, though, news from America's campuses is not very good. For example, the *Chronicle of Higher Education* (July 23, 1999) recently announced a troubling rise in stay-at-home sabbaticals. Two-career families, financial considerations, logistical concerns (finding housing, for instance), and easy electronic access to information have combined to keep many faculty close to home. However, and the Internet notwithstanding, this is no formula for creating a more worldly professoriate. Sabbaticals have traditionally been a way to get out of town and breathe the air of fresh ideas and different perspectives such as those provided by working with colleagues and students in a different culture and by simply navigating the daily rounds of life in a new country.

There are other signs that U.S. faculty may, on a comparative basis, be more parochial and less actively international than their colleagues overseas. The results of a 1996 survey conducted by the Carnegie Foundation for the Advancement of Teaching deserve special attention. Among the findings: U.S. faculty were less likely (ranking last or next to last) than their colleagues from fourteen other nations to think that connections with scholars in other countries are important to their work. U.S. faculty are less likely to believe that, in order to keep up in their disciplines, they need to read books and journals published abroad. And they are less likely to think that the curriculum at their institutions should be more international in focus.

When asked how many months during the past three years they had traveled abroad to study or do research, sixty-five percent of the U.S. respondents indicated "none"—they were the least well traveled faculty in the comparison group. Further, only about twenty percent of the U.S. faculty (almost all of them from large research institutions) had worked collaboratively with foreign colleagues over the past decade. Teaching abroad for U.S. faculty is especially rare: only fourteen percent indicated they had done so in the past ten years.

We also allow a type of internal parochialism to exist by failing to view area studies faculty as a rich resource for helping other faculty to put their research and teaching in comparative perspective. Tensions that have existed between area studies faculty and those who have advocated "globalization" of the curriculum need to be dealt with in more creative and constructive ways. Either by design or default, area studies programs have often existed as separate enclaves and not as part of a larger effort to become more comprehensively organized international institutions. Currently, many of those who teach in area studies voice concern that their programs are not well funded or staffed and that not enough graduate students with strong language backgrounds, especially in less commonly taught languages, are enrolling. The health and welfare of these programs should be of concern to us because area studies faculty can be a positive force for drawing more faculty and students into the orbit of study abroad and international academic exchange.

Study abroad for those who teach: Faculty exchange revisited

The evidence of parochial forces at work suggests the need for colleges and universities to be as concerned about study abroad for their faculty as they are for their students. However, administrators and even some faculty colleagues sometimes disparage international exchange as mere academic tourism for faculty who are not area studies specialists. There is also a sense in some quarters that there is nothing to be learned from going abroad to teach U.S.-focused topics (like American literature) or topics that transcend geography (such as chemistry).

Even when teaching or research involves comparative themes, overseas study for faculty tends to be undervalued, and tenure and promotion practices do not often reward such endeavors. A recent example comes from a young sociologist whose research focused on patterns of racism within organizations in the United States—his departmental chair told him that a year combining teaching with a comparative examination of his research interests in another country would be regarded as an unnecessary dalliance. It is no accident that those who are awarded Fulbright grants for lectureships in other countries are mostly tenured faculty well along in their academic careers.

One of the oldest and largest faculty exchange programs in the world, the Fulbright Scholar Program encourages faculty—many of them non-area studies specialists—to teach and do research at a host institution in another country. It presents an extraordinary opportunity for international academic exchange, and it has all the attributes of a global faculty development program, yet it runs afoul of some ingrained traditions in the American academy. For example, a well-known university provides for thirty percent replacement salary when a faculty member receives a prestigious research award but is not eligible for a sabbatical—but in the case of prestigious teaching awards in international settings, such as a Fulbright lectureship, there is no provision for similar replacement salary. This policy exists in spite of the fact that this institution defines its educational mission as a global one.

It is instructive to consider recent patterns of participation in Fulbright. Established in the aftermath of World War II, influenced significantly by the Cold War, and increasingly reflective of the development needs expressed by higher education institutions in other countries, the program currently provides opportunities for approximately eight hundred U.S. faculty

Creating A Worldly Faculty: A Few Examples of Best Practice

Since 1996, ***Oregon State University*** has offered special faculty grants to encourage international teaching, research, and service. They provide: money to supplement international travel costs for faculty on sabbatical; grants for non-tenured faculty to attend international conferences or visit foreign institutions; support for faculty to deliver papers at international conferences; grants for faculty to teach at schools with which OSU cooperates on study abroad; and grants that specifically encourage faculty to teach and conduct research at universities in Southern and Eastern Africa.

For more information, contact Marit Legler, executive assistant to the dean (541-737-3006).

At ***Texas A&M University***, international teaching, research, and service are highly valued in tenure decisions. Also, the university offers travel grants of $20,000 per year to do research overseas, and it provides $5,000 grants to develop courses that include international themes. For those faculty who win Fulbright awards, the school offers special salary stipends to "top up" the award; and the relevant department receives funding to hire replacement faculty. A&M also runs regular workshops to make faculty aware of international opportunities. And the university is currently developing an international mentor program, partnering senior faculty that have had overseas experience with junior faculty that have not.

For more information, contact Emily Y. Ashworth, assistant provost for international programs (979-845-3086).

Ball State University, in Muncie, IN, helps faculty to teach and do research in twenty-five contract programs (some of them multinational) around the world. Capital campaigns support travel grants and project expenses.

The university also provides seed money for faculty to create short-term study abroad opportunities for students—roughly twenty-five groups go abroad every summer. Also, roughly fifty grants are available every year for faculty to

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> "Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. Man's capacity for decent behavior seems to vary directly with his perception of others as individual humans with human motives and feelings, whereas his capacity for barbarism seems related to his perception of an adversary in abstract terms, as the embodiment, that is, of some evil design or ideology."
>
> – Senator J. William Fulbright, 1983

members to go to 140 countries around the world. Similarly, it enables roughly the same number of visiting scholars from those countries to come to the United States.

Leading Fields of Specialization of Foreign Scholars in the U.S., 1998/99

Field	% of scholars
Health Sciences	26.2
Life and Biological Sciences	15.4
Physical Sciences	15.0
Engineering	12.6
Social Sciences and History	4.3
Agriculture	3.4
Mathematics	2.8
Computer & Info. Sciences	2.5
Business Management	2.3
Foreign Languages & Literature	2.3
All Others	13.2

Source: Todd M. Davis (Ed.). Open Doors: 1998-99 Report on International Educational Exchange. New York: Institute of International Education, 2000. Data reprinted with the permission of IIE.

As Fulbright enters the 21st century, the ratio of applications to the number of grants available has been relatively static, remaining unchanged for the past five years. While awards for English-speaking countries and many of the countries of Western Europe are much sought after (Australia and Ireland draw approximately ten applicants for every award), applications for Fulbright awards to less well-traveled parts of the world are not as abundant (the ratio of applicants to awards for the countries of Africa, excluding South Africa, is about two-and-a-half to one). Recent increases in grants for China and the Newly Independent States (of the former Soviet Union) are not met with similar increases in the number of U.S. scholars who would like to go to those countries. Indeed, application trends for faculty exchange mirror study abroad trends for students, with Western Europe and English-speaking countries at the top of the list and Africa and parts of Asia on the bottom. The far corners of the world await, but few faculty seem ready to venture forth for an extended period of time to countries and cultures significantly different from their own.

To create a more worldly faculty

American academic institutions and worldwide academic exchange programs like Fulbright need to work together to find ways to make it easier and more attractive for U.S. scholars to go abroad. Flexibility in the length of time and types of grants offered would be a good start, as would more encouragement of comparative research for those faculty who are not area specialists. Institutional encouragement and incentives are also important—at the very least, study abroad shouldn't count against tenure and promotion. Institutions could also establish faculty development funds for international travel related to research or teaching. And they could provide support to allow faculty to pursue comparative, cross-cultural projects or to "top off" a Fulbright grant, making up for any discrepancy between the award and their salary. Beyond academe, it would be wonderful if other organizations would permit workers at least short-term leaves to join spouses or significant others participating in a study abroad experience. The benefits of such cross-cultural perspective would accrue not merely to the individual but to those organizations, as well.

It is also important to help programs become truly balanced enough to justify being called "exchange." This implies not only seeking scholars from other countries to enrich the ranks of our faculty at home but also developing strategies to integrate visiting faculty into the life of the campus. Currently, most foreign scholars are affiliated with large research institutions, where they are engaged primarily in research projects. Finding ways to bring more visiting faculty to the classrooms of all types of institutions could significantly support a more international perspective in U.S. higher education.

Colleges and universities can foster valuable exchanges of both students and faculty also by creating ongoing linkages with campuses abroad (supported either by outside grant sources or directly by the institutions themselves). If well planned and executed these kinds of partnerships can have a profound effect on campus life, classroom teaching, course development, and faculty research collaboration. Recognizing these possibilities, Fulbright has recently added an Alumni Initiatives Awards Program, meant to encourage former grantees to translate their individual experiences into sustainable institutional linkages that involve students and educational programs at their home and host institutions.

While most colleges and universities have yet to become thoroughly global in orientation, there do exist many institutions that take a holistic approach to international education and that give serious attention to faculty development and curriculum design. Sharing such exemplars will be crucial, helping to clarify the task of bringing a broader cross-cultural perspective and a readily identifiable international character to American higher education. As we go about this process, however, we must not allow ourselves simply to focus on how many students sign up for study abroad programs. We need a more expansive, interconnected vision, one that views our faculty as indispensable to reaching our goal.

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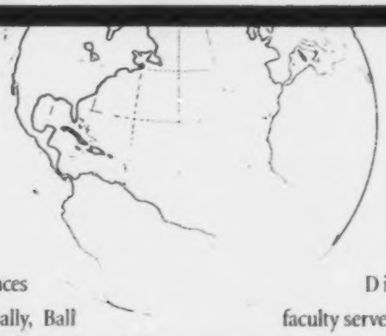

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attend conferences overseas. Finally, Ball State encourages faculty to apply for Fulbright and other international grants. The school makes up for any discrepancy between faculty's salary and their award, and it provides regular fringe benefits, when necessary.

For more information, contact Jim Coffin, director of international programs (765-285-5422) or James Pyle, executive director of sponsored programs (765-285-1600).

Dickinson College, in Carlisle, PA, is one of the few schools that offers excellent study abroad programs for students as well as encouraging faculty to teach and do research overseas. A four-year private liberal arts college, Dickinson sends eighty percent of its students abroad. The college runs thirty-two of its own programs in twenty countries, and most of them are integrated into the on-campus curriculum. Because financial aid follows students overseas, study abroad costs no more than study on campus. Dickinson faculty serve as resident directors for many of these programs—over a third of the faculty has done so, many of them more than once. International experience counts favorably in tenure decisions, and faculty can choose to stop the tenure clock, if they like, while directing overseas programs. Further, they receive a credit release the semester after returning to campus.

Additionally, Dickinson brings many faculty members from its overseas partner sites to teach at the Pennsylvania campus. It also provides overseas language immersion programs for its own faculty, and it has launched a new initiative to encourage research overseas.

For more information, contact Brian Whalen, associate dean and director of global education (717-245-1341).

Thanks to Judy Pehrson, CIES, for collecting and writing these descriptions of best practice.

Resources for Academic Exchange

In these pages we offer brief descriptions of some of the key U.S.-based resources in study abroad and international exchange, in order to give readers a sense of how many and what sorts of organizations are involved in promoting global activities in higher education. For a more comprehensive survey of resources for students and faculty, consult the 2000 edition of the *International Exchange Locator*, a directory co-published by the Alliance for International and Cultural Exchange and the U.S. Department of State.

Academy for Educational Development (AED)

AED is a nonprofit organization that works on domestic and international development projects. It specializes on issues such as health, youth development, and the environment, as well as promoting academic exchanges and consulting with colleges and universities in the U.S. and abroad. Current government-funded projects include the College and University Affiliations Program and the Newly Independent States (of the former Soviet Union) College and University Partnerships Program, both of which focus on international faculty and curriculum development. AED also administers the National Security Education Project, a Defense Department program that supports graduate students whose research takes them to countries deemed vital to U.S. security.
www.aed.org

AIESEC

AIESEC (originally an acronym for the Association Internationale des Etudiants en Sciences Economiques et Commerciale) describes itself as "the world's largest student organization," linking fifty thousand members in more than eighty-five countries. It arranges thousands of international exchanges and business internships every year, especially for college students interested in economics and management. Within the U.S., it maintains campus offices at thirty-seven colleges and universities, as well as a main office in New York.
www.us.aiesec.org

Alliance for International Educational and Cultural Exchange

The Alliance is the major umbrella organization for the U.S.-based international exchange community. Its activities include lobbying and government relations, facilitating discussion among leaders in the field, monitoring relevant trends, providing workshops and consulting services, and building public support for exchange programs.
www.alliance-exchange.org

America-Mideast Educational and Training Services (AMIDEAST)

Created in 1951, AMIDEAST is a nonprofit organization that offers training programs overseas, opportunities for study in the U.S., and technical assistance for higher education institutions in the Middle East and North Africa. It also produces guidebooks and videos for U.S. students and faculty studying and teaching in the Arab world.
www.amideast.org

American Council on Education (ACE)

Office of International Initiatives

The goals of the OII are to assist U.S. colleges and universities in developing international programs and to form linkages with associations and higher education institutions in other countries. The Office also sponsors the Commission on International Education, which is made up primarily of college and university presidents, and the Presidents' Network for International Education, which develops policy statements on international education and foreign languages. And, with funding from the Carnegie Foundation, the Office has just launched (in the fall of 2000) a major effort to identify best practices in globalizing the college curriculum.
www.acenet.edu

American Council on International Intercultural Education

A project of the American Association of Community Colleges, ACIIE promotes international student exchange and faculty development among AACC member institutions. Supported by the Stanley Foundation, it also sponsors conferences and workshops on global and intercultural issues in community college education.
www.tulsa.cc.ok.us/aciie

Association Liaison Office for University Cooperation in Development (ALO)

Created in 1992, the ALO acts as a mediator between U.S. AID and six higher education associations that often contract with the Agency to develop international exchange programs. (The associations include the American Association of Community Colleges, the American Association of State Colleges and Universities, the American Council on Education, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land Grant Colleges.) ALO's resources include CUPID and ihelp, Web-based search engines that campuses can use to locate partner institutions overseas.

www.aascu.org/alo/alo_home.htm

College Consortium for International Studies (CCIS)

CCIS coordinates study-abroad and faculty development programs for its member institutions, including roughly 120 U.S. colleges and universities and seventeen institutions overseas (primarily in Europe). It also runs conferences and training workshops on international exchange, and it offers a range of travel scholarships.

www.ccisabroad.org

Consortium for North American Higher Education Collaboration (CONAHEC)

A project of the Western Interstate Commission for Higher Education (WICHE), CONAHEC promotes educational, economic, and technical partnerships among colleges and universities, associations, corporations, and government agencies in Canada, Mexico, and the U.S. It also sponsors EL NET, a Web site meant to facilitate debate about educational issues in the three countries.

www.wiche.edu/conahec

Council on International Educational Exchange (CIEE)

Serving over a million students a year, Council describes itself as "one of the largest international education organizations in the world, with almost eight hundred professionals and support staff working in more than thirty countries." It offers study abroad programs, faculty development seminars and study tours, volunteer and work/study internships, conferences and workshops, scholarly journals, student advising, and a popular student travel agency.

www.ciee.org

U.S. Government Resources

Agency for International Development (AID)

In 1997, then-director Brian Atwood announced that AID would place a new emphasis on the development of higher education overseas, expanding upon its longstanding support for primary schooling. Currently, AID funds a number of relevant programs, including Advanced Training for Leadership and Skills (ATLAS) which brings foreign undergraduates to study in the U.S.; The International Development Partnerships Activity (IDP), which supports partnerships between historically Black colleges and universities and institutions overseas; and Knowledge Exchange and Learning Partnerships (KELP), which help African universities to integrate instructional technologies into their curricula, with assistance from institutions in the U.S. AID also funds numerous educational development and exchange projects run by non-governmental organizations, such as AED, LASPAU, and IREX.

www.usaid.gov/educ_training

Department of Education

The Department of Education's Office of Postsecondary Education (which includes FIPSE—the Fund for the Improvement of Postsecondary Education) offers a number of grant competitions to support foreign language instruction, student exchange, overseas research centers, area studies, institutional partnerships, and curriculum development. The 2001 budget for international and foreign language programs is $72 million (up from $68.7 million in 2000 and $66.5 million in 1999), which includes roughly 450 grants to institutions and one thousand awards to individuals.

The Department also sponsors the U.S. Network for Educational Information, a Web site that provides information on international educational opportunities for both U.S. and foreign students and faculty (*www.ed.gov/NLE/USNEI*).

www.ed.gov/offices/OPE

Department of State

Bureau of Educational and Cultural Affairs (ECA)

Carrying forward some of the roles of the now-defunct U.S. Information Agency, ECA sponsors a variety of international exchange programs, including the Fulbright Program (administered by the CIES) the Humphrey Fellowships (administered by the IIE), Overseas Educational Advising Centers, the Institutional Linkages and International Visitors programs, the Study of the United States program, and fellowships for students and scholars in Russia and the Newly Independent States.

http://exchanges.state.gov/education

Council for the International Exchange of Scholars (CIES)
Created in 1947, CIES is a private organization affiliated with the IIE. On behalf of the U.S. State Department's Bureau of Educational and Cultural Affairs (formerly the U.S. Information Agency), it administers both the Fulbright Scholar and the Worldwide Fulbright Scholar-In-Residence programs. (The former supports overseas research and teaching for U.S. faculty, and the latter brings visiting scholars and professors to U.S. colleges and universities.) In addition to the Fulbright, CIES runs a variety of other exchanges, including the Ford Foundation's ASIA Fellows Program and NATO's Advanced Research Fellowships and Institutional Grants Program.
www.iie.org/cies

Council of International Programs USA (CIPUSA)
CIPUSA is a non-profit organization that arranges internships and training programs for foreign students, placing them at U.S. universities, businesses, and other sites. It specializes in helping upper-level undergraduates and graduate students who require field placements in order to complete their degrees.
www.cipusa.org

Global Higher Education Exchange
A joint project of the AED and the Institute for Higher Education Policy, the GHEE disseminates information on policy related issues to academic leaders around the world. It also sponsors an annual conference on international topics in higher education, and it offers various consulting services.
www.ghee.org

Institute of International Education (IIE)
IIE is the oldest major educational exchange organization in the U.S. Since its founding in 1919, it has promoted student and faculty exchanges, and for the past two decades it has also provided technical assistance, consulting, and professional development programs, often serving as a contractor for USAID. It is also a key source of research, data, and policy deliberations about international educational issues, as well as maintaining a network of student advising centers.
www.iie.org

International Association for the Exchange of Students for Technical Experience (IAESTE)
Founded in 1948, and affiliated with the Association for International Practical Training, IAESTE arranges paid internships for U.S. and foreign students in engineering, computer science, mathematics, architecture, agriculture, and the natural sciences. It coordinates short- and long-term programs, placing students in universities, research institutes, industry, and other sites in the U.S. and seventy member countries.
www.aipt.org/iaeste.html (U.S. office)

International Partnership for Service-Learning (IPS-L)
Founded in 1982 and supported by a variety of foundations, IPS-L is a non-profit organization that promotes experiential and service-learning programs overseas, primarily for U.S. college students. It also runs a British Master's Degree Program in International Service.
www.ipsl.org

International Research and Exchanges Board (IREX)
IREX is a non-profit development agency that focuses on higher education in Eastern Europe, Asia, and the Near East. It offers faculty exchange programs, technical assistance, research support, and training to foreign scholars and universities, and it fosters cooperation among U.S. academics and their counterparts overseas.
www.irex.org

International Student Exchange Program (ISEP)
Founded in 1979, ISEP promotes affordability in international college student exchange. It has a membership of over two hundred colleges and universities in the U.S. and thirty-five other countries, all of whom offer reciprocal programs, with students paying tuition only to their home institutions.
www.isep.org

LASPAU: Academic and Professional Programs for the Americas
Affiliated with Harvard University but governed by an international board of trustees, LASPAU is an educational development agency that works in Latin America and the Caribbean. Founded in 1964 (and originally called the Latin American Scholarship Program of American Universities), it offers roughly 1,200 grants per year to bring foreign graduate students and faculty to U.S. institutions, as well as providing technical assistance and consulting to colleges and universities overseas.
www.laspau.harvard.edu

NAFSA: Association of International Educators

NAFSA (originally the National Association of Foreign Student Advisers) is the main association for student exchange professionals, including directors of international programs, foreign student advisors, study abroad advisors, teachers of English as a second language, and others. Currently, it represents over seven thousand members, drawn primarily from colleges and universities in the U.S. but also including substantial overseas membership. It engages in a wide range of activities, such as policy analysis, lobbying, hosting conferences, and consulting, as well as sponsoring a number of special interest groups.

www.nafsa.org

UNITWIN /UNESCO Chairs Programme

Although it isn't based in this country (its headquarters are in Paris), UNITWIN has recently attracted considerable involvement by colleges and universities in the U.S. Created in 1991, the agency promotes international partnerships (or "twinning") between colleges and universities, with an emphasis on strengthening college education and scholarly research in developing countries (while also working to prevent the "brain drain" phenomenon that often accompanies exchange programs). UNITWIN's efforts have been stepped up since UNESCO's 1998 World Conference on Higher Education, at which a number of UN and other officials called for greater international academic collaboration.

www.unesco.org/education/educprog/unitwin

Global Programs at AAC&U

AAC&U's work in promoting global education emphasizes three areas: 1) We highlight a range of available models, resources, and opportunities in international education; 2) We help institutions to incorporate global issues into general education programs and the majors; and 3) We work to expand the opportunities for international education available to students and faculty.

To these ends, we feature global issues at AAC&U's Annual Meeting, as well as in our *Diversity and Learning* conferences and other *Network for Academic Renewal* meetings. Also, in June 2001 we'll be co-sponsoring a conference at Bard College, titled *Liberal Education in an Era of Globalization.*

AAC&U's publications on global issues have included *Core Curriculum and Cultural Pluralism* (1992), *Beyond Borders: Profiles in International Education* (1993), *Globalizing Knowledge: Connecting International* and *Intercultural Studies* (1999), and *Diversity, Democracy, and Higher Education: A View From Three Nations* (2000), as well as numerous articles in our quarterly journals, including a Fall 2000 issue of *On Campus with Women*, titled "Women and Global Issues."

Our recent international projects have included the *Faculty Development Seminar on Japan* and the *Tri-National Seminar: Higher Education and Diversity in India, South Africa, and the United States.*

Currently, we are just concluding the second year of ***The Japan-U.S. Initiative***, a FIPSE-supported effort to broker bilateral undergraduate exchange agreements between ten Japanese national universities and thirty American institutions. The result will be greatly expanded access for U.S. students to a set of new short-term study abroad programs. This effort builds upon our earlier FIPSE-supported *Curriculum Abroad Project*, designed to redress an imbalance in undergraduate educational exchange between Japan and the United States.

2000 Japan-U.S. Initiative Partnerships

- **Osaka University**
  - Nazareth College of Rochester
  - Texas A&M University
  - Wesleyan College
- **Otaru University of Commerce**
  - Oglethorpe University
  - Muhlenberg College
  - University of South Dakota
- **Tokyo University of Foreign Studies**
  - California State University, Fresno
  - Mills College
  - State University of New York at Albany
- **University of Tsukuba**
  - Ithaca College
  - Miami University of Ohio
  - Purdue University
- **Yokohama National University**
  - Bellarmine University
  - Lehigh University
  - California State University, Sacramento

For more information about AAC&U's international work, contact Caryn McTighe Musil, Vice President for Diversity, Equity, and Global Initiatives (202-387-3760, ext. 426; musil@aacu.nw.dc.us).

AAC&U NEWS

AAC&U in the Year Ahead

by Carol Geary Schneider, President, AAC&U

Over the past twelve months, AAC&U has launched three major initiatives, *Greater Expectations*, *Science Education for New Civic Engagement and Responsibility* (SENCER), and a major evaluation of campus diversity initiatives. We've continued to provide leadership for a dozen other national projects on undergraduate learning and institutional change; run two national surveys on curricular trends; published half a dozen monographs, including titles such as *Building the Faculty We Need* and *Investing in Quality: Tools for Improving Curricular Efficiency*; and either sponsored or led sessions in over one hundred educational conferences, both national and campus-based.

And we plan to be just as productive in 2001, providing our expanding family of member institutions with new services, unique programs, and continued support for undergraduate liberal education.

Here are some of the things we have in store for the year ahead, arranged by the three overarching goals of the Association: advancing the central aims of contemporary liberal education, helping campuses build their capacities to meet those aims, and promoting diversity, democratic responsibility and global engagement in the educational community.

Advancing the aims of liberal education

Under the leadership of AAC&U Vice President Andrea Leskes, the *Greater Expectations* initiative will continue working to build consensus around the core goals for a 21st century liberal education, across the entire curriculum. The initiative's National Panel will begin to draft a major policy statement on important outcomes of undergraduate study, and effective practices to meet those outcomes. Further, AAC&U will soon name a set of *Greater Expectations* Leadership Institutions, colleges and universities already working to advance these 21st century aims of education in their own curricula and institutional practices.

Also under the banner of *Greater Expectations*, AAC&U will continue to collaborate with a number of regional and professional accrediting associations to reach common agreements on the role of liberal education across the curriculum in accrediting standards and practices. And 2001 will see the inauguration of our *21st Century Liberal Arts Forums*, bringing campus leaders together to design ways to more powerfully address goals such as inquiry-based learning and education for civic and global responsibility. Finally, with support from a new $600,000 FIPSE grant, AAC&U's pilot project on *General Education and Transfer* will expand its scope, working to link state-wide transfer and articulation agreements to the sorts of core learning outcomes and educational practices described by the *Greater Expectations* National Panel.

Developing leadership for educational effectiveness

Directed by AAC&U Vice President Jerry Gaff and The Council of Graduate Schools' Anne Pruitt-Logan, the *Preparing Future Faculty* initiative will continue fostering partnerships between ever larger numbers of universities and regional campus collaborators, to better prepare the next generation of faculty for their combined roles as teachers, scholars and campus educational leaders. In 2001, the project also will publish a PFF report on campus expectations of new faculty.

AAC&U
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The *Program on Health and Higher Education*, extended for five more years by a $1.4 million grant from the U.S. Centers for Disease Control, will expand its path-breaking efforts to develop curricular programs on topics related to the HIV/AIDS epidemic.

Drawing on the efforts of the *Greater Expectations* Leadership Institutions, AAC&U will host a *Summer Institute on Sustainable Innovation*, July 10-15, bringing together campus teams to explore ways of securing their educational reforms. Also, we expect to begin a publication series on educational effectiveness, and we are deepening our historic partnership with the American Conference of Academic Deans (ACAD), whose chair will now become an ex officio member of AAC&U's Board of Directors.

Promoting diversity, civic, and global engagement

This year, AAC&U's Office on Diversity, Equity, directed by Vice President Caryn McTighe Musil, will expand its exploration of new connections between U.S. diversity and global learning both at home and abroad. AAC&U is now seeking ways that the new focus on cross-cultural learning in general education can be further developed through emphasis in departmental majors on such topics as global engagement and social responsibility. AAC&U also will co-sponsor with Bard College and the Institute of International Education a conference titled *Liberal Education in an Era of Globalization*, to be held June 6-8.

AAC&U will continue our longstanding focus on diversity and institutional change, in part through resources provided in *Diversity Web* (*www.diversityweb.org*) and *Diversity Digest*, and in part through a major new study of campus diversity initiatives in California, to be undertaken with the Claremont Graduate University. Last but not least, this office will be releasing a series of new reports on such topics as assessing diversity, women and scientific literacy, and on diversity and democracy in comparative perspective.

For updates and more details on AAC&U's initiatives, meetings, and publications, visit us on the Web at www.aacu-edu.org. And be sure to explore our Knowledge Network, which has an expanding array of resources on general education, civic engagement, effective teaching, science and civic engagement, and more.

Welcome to AAC&U!

We'd like to extend a warm welcome to the thirty-two colleges and universities that have joined AAC&U since January 2000, bringing our total membership to 719 institutions (as of November 1).

- Appalachian State University (NC)
- Audrey Cohen College (NY)
- Belmont University (TN)
- Blue Ridge Community College (VA)
- California State University–Monterey Bay
- Catawba College (NC)
- Colby College (ME)
- Cornell University (NY)
- Florida Gulf Coast University
- Franklin College of Indiana
- Iowa Wesleyan College
- Keystone College (PA)
- King's College (PA)
- Lindsey Wilson College (KY)
- Louisiana Community and Technical College System
- Mount Ida College (MA)
- New England College (NH)
- Prestonsburg Community College (KY)
- Sarah Lawrence College (NY)
- Savannah College of Art and Design (GA)
- Somerset Community College (KY)
- Southern Connecticut State University
- State University of New York at Brockport
- State University of New York–Fashion Institute of Technology
- University of Maine at Presque Isle
- University of Maryland University College
- University of Missouri-Kansas City
- University of Southern Maine
- Utah Higher Education System Office
- Wabash College (IN)
- Westmont College (CA)
- Winthrop University (SC)

For more information on AAC&U projects, please check our Web site *www.aacu-edu.org*

AAC&U Initiatives Extended

Program for Health and Higher Education

The U.S. Centers for Disease Control has awarded PHHE $1.4 million to support the initiative for a second five-year period. PHHE works to find pioneering ways to help students develop knowledge and responsibility for major health crises affecting their generation. Planned activities for the next five years include: increasing attention to regional collaborations (an expansion of our partners program), organizing an annual leadership seminar focusing on achieving the nation's health objectives for college students, launching and expanding a Web-based, searchable database of curricular models and materials), and publishing an E-newsletter.

General Education and Transfer: Toward Regional Frameworks

The Fund for the Improvement of Postsecondary Education has approved a three-year, $600,000 extension of AAC&U's *General Education and Transfer* project. This phase of this project will intersect with the work of the *Greater Expectations* initiative, clarifying the role that general education courses play in defining a contemporary college education. Expanding upon our earlier work in Georgia and Utah, the project will emphasize collaboration with policy-makers in various states.

Study Suggests Continuing Focus on General Education

AAC&U Vice President Jerry Gaff and Penn State researchers James Ratcliff, Kent Johnson, and Steven LaNasa have completed the first national study of general education programs in a decade, providing much-needed information on curricular changes occurring since the 1980s, when academe experienced its last big wave of general education reform.

Preliminary findings suggest that the redesign of general education programs remains a leading priority for colleges and universities across the country. Fifty-eight percent of the study's 279 respondents report that their programs are currently under formal review. However, while most claim that their institution has designed clear goals for general education, many fewer report having created educational plans and practices that actually lead to those goals; still fewer describe their existing programs as offering a "coherent" education; and only a third of responding institutions claim to have conducted a thorough assessment of learning outcomes.

Initial results from the AAC&U/Penn State survey of general education programs will soon be available on the AAC&U Web site.

Study Finds Strong Support for Diversity Requirements

Sixty-three percent of colleges and universities report that they either have a diversity requirement in place or they are in the process of developing one. This is the main finding of the first national survey to examine this trend in undergraduate education.

The survey was administered by AAC&U and supported with funds from the James Irvine Foundation. Sent to every accredited college and university in the country, the survey was completed by 543 institutions, representing every region and all institutional types.

Of the survey respondents, fifty-four percent reported having diversity requirements in place, while another eight percent were in the process of developing them. Of those with requirements, twenty-five percent of institutions have had them in place for more than ten years. Forty-five percent had put them in place in the past five to ten years, and another thirty percent reported having their requirements in place for less than five years. A majority of those schools with requirements (fifty-eight percent) require only one course, while forty-two percent require two or more diversity courses.

The most common curricular model, reported by sixty-eight percent of those that require the study of diversity, asks students to select from a list of approved diversity courses. Another seventeen percent of these institutions require all students to take a specific course, and another twelve percent report having a diversity requirement within one or more major. Also, many campuses reported that issues of diversity are now included throughout their general education programs.

Such diversity requirements are consistent with public opinion on diversity in the curriculum. A national opinion poll of registered voters sponsored by the Ford Foundation Campus Diversity Initiative in the fall of 1998 found that sixty-eight percent of those polled support "requiring students to take at least one cultural and ethnic diversity course in order to graduate." An even larger majority (ninety-four percent) agreed that

"America's growing diversity makes it more important than ever for all of us to understand people who are different than ourselves."

For the complete findings of this survey, visit DiversityWeb (www.diversityweb.org) or AAC&U's Web site (www.aacu-edu.org).

PFFJOBS: A New Resource for Faculty Recruitment

AAC&U and the Council of Graduate Schools introduce PFFJOBS, a free service for AAC&U member institutions and participants in the *Preparing Future Faculty* (PFF) program. PFFJOBS connects the program's alumni with colleges and universities seeking to hire the best new faculty available—those who have completed PFF programs.

PFF collaborates with nearly three hundred colleges and universities that are working together to prepare graduate students to become teachers, citizens, and researchers in an academic community that is diverse in size, mission, and culture. The program offers mentoring, workshops, campus site visits, and other professional opportunities meant to give participants a comprehensive and grounded perspective on the nature of faculty work.

To learn how your institution or department can take part in the PFFJOBS service, visit the PFF Web site (www.preparing-faculty.org) or contact the PFF staff (PFF@aacu.nw.dc.us; 202-387-3760).

Big Turnout for Diversity and Learning

Roughly five hundred faculty and administrators from around the country attended AAC&U's third biannual conference on *Diversity & Learning: Identity, Community, and Intellectual Development*, held October 26-29 in Pittsburgh. With primary support from the Ford Foundation, *Diversity & Learning* has become one of the most lively meetings in higher education, providing opportunities to share the latest teaching practices and research on student diversity, the globalization of academe, and strategies for creating an inclusive campus.

Featured speakers included Nancy Cantor, Provost of the University of Michigan, who spoke of the educational importance of diversity both on campus and in community service-learning projects; Carlos Cortés, emeritus professor of history at the University of California–Riverside, who reported on messages about diversity in the mass media; and Grant Cornwell and Eve Stoddard, both of St. Lawrence University, who described strategies of teaching about both global and U.S. diversity.

For more information about and materials from the Diversity & Learning conference, please check the AAC&U Web site (www.aacu-edu.org). The next meeting will be held on October 24-27, 2002, in St. Louis.

News from the Senior Fellows

Deborah Floyd has joined AAC&U as our newest Senior Fellow, working to find ways in which the Association can better serve the nation's community colleges. While AAC&U has long included a number of community colleges in its activities and membership, we hope to increase that participation dramatically, providing important opportunities for two- and four-year institutions to share ideas and work together on common challenges.

Currently the Executive Assistant to the Chancellor of the University of Kentucky, Floyd has over twenty-five years of leadership experience in colleges and universities. From 1991-99, she served as President of Prestonsburg (KY) Community College.

• • •

Kudos to Senior Fellow John Nichols, who works as a liaison between AAC&U and the higher education accrediting agencies. He has been named President of the Association of General and Liberal Studies for the 2000-01 academic year.

Upcoming issues of *Peer Review:*

Winter 2000

Liberal and Professional Studies

Spring 2001

Faculty Governance

Summer 2001

Assessing a Liberal Education

AAC&U Calendar

Please check our Web site for regular updates on all meetings and conferences:
www.aacu-edu.org

Upcoming meetings of the Network for Academic Renewal

February 22-24, 2001 • Atlanta, Georgia

Best Practices in General Education and Its Assessment:

Bridging Theory and Practice

March 1-3, 2001 • Providence, Rhode Island

Learning Communities:

Strategies for Strengthening Connections, Competence, and Commitment

In collaboration with the American Association for Higher Education (AAHE); The National Learning Communities Project of the Washington Center for Improving the Quality of Undergraduate Education; and the New England Resource Center for Higher Education (NERCHE)

March 22-24, 2001 • Albuquerque, New Mexico

Seasons and Cycles:

The Dean's Work with Faculty from Hire to Retirement

In collaboration with the American Conference of Academic Deans (ACAD)

June 6-8, 2001 • Annandale-on-Hudson, New York

Liberal Education in an Era of Globalization

In collaboration with the Institute of International Education and Bard College's Institute for International Liberal Education

June 2-6, 2001 • Asheville, NC

The 11th annual

Asheville Institute on General Education

In collaboration with the University of North Carolina-Asheville

The Asheville Institute provides institutional teams a time and a place for sustained collaborative work on a general education project of importance to their home campuses. Teams have the opportunity to work—as they wish—by themselves, with other teams, and with any or all of a team of knowledgeable and experienced resident consultants. Participants will:

- learn about contemporary approaches to and scholarship on general education;
- discuss strategies for successful implementation of new curricular models;
- and collaborate in rethinking their own general education programs.

For more information, contact Ross Miller at 202-884-7803.

Applications from campus teams
are due March 12, 2001

July 10-15, 2001 • Leesburg, VA

AAC&U Greater Expectations Summer Institute

Campus Leadership for Sustainable Innovations

Applications from campus teams
are due April 13, 2001

RealityCheck

A Postmodern Marketspace?

by Eliza Jane Reilly, Executive Director, the American Conference of Academic Deans, and Program Manager, AAC&U

As a graduate student I was, somewhat unusually for a U.S. Historian, an enthusiastic reader of postmodern theory and criticism. After an initial encounter with Michel Foucault in a methodologies course, I eagerly tried to enlist in the anti-Enlightenment SWAT team, signing up with Baudrillard, Lyotard, Derrida, and the rest. In no time I was dismembering metanarratives, contrasting epistemes, and critiquing the political-economy of the sign with the best of them.

I remember feeling both exhilarated and a bit scared to find myself in a world regulated by mechanical reproduction and the freewheeling logic of the commodity form, a world where the reader/consumer was all powerful, the "self" was a social construction, meanings were unstable, and truth-claims were impossible. No matter that I belonged to a culture (academe) where teaching and learning were still "embodied" and "synchronous" experiences, the author/producer still ruled, possessive individualism was rampant, and the claim that textual meaning was "unstable" would *never, ever* be applied to "canonical" texts—namely transcripts, diplomas, and recommendation letters.

Eventually, it all caught up with me—I decided that the endless ironies of Foucaultian analysis and the disintegrative relativism of reader-response theory were, well... *irrelevant* to the everyday "reality" of life in higher education, a reality that, frankly, hadn't changed all that much in the last millennium. So, for several years now, I've left the French theory on the shelf.

Suddenly, though, I find myself wondering if Foucault and the gang might have been right all along: these days, even the academy seems to be succumbing to the "postmodern condition."

Anyone working in higher education has to know that certain trends are afoot, and that they have advanced far enough to determine a probable course for the future. These trends are succinctly described, for example, in a recent article by Arthur Levine, president of Teachers College, titled "The Future of Colleges: Nine Inevitable Changes" (*Chronicle of Higher Education;* October, 27, 2000). Interestingly, most of the specific changes that Levine cites are effects of one really big change, which happens to be the very same one that post-modern theory has always attempted to map—the ever-escalating growth and circulation of commodities and information, transforming the purpose of human existence (at least in the developed world) from production to consumption.

Just as the global economy depends on consumption, rather than production, for its growth, so too will colleges and universities shift their focus "from teaching to learning." And this, Levine suggests, means that students (consumers), rather than faculties, will set the educational agenda. The traditional components of faculty work—teaching, research, and service—will be "unbundled," and teaching (the only salable function) will be prioritized. With their labor thus segmented, faculty will increasingly work on a contractual "fee for service" basis, maintaining no exclusive relationship with any particular institution.

It appears that the educational *process* will become highly individualized, with students trading "seat time" for "anytime/anywhere" electronic course delivery. The labor-intensive creation of *content* will become less individualized, however, in order to achieve economies of scale in the "learning marketspace." The Baccalaureate degree will no longer represent a collective experience—it will certify a set of "learning outcomes," attainable individually through any number of media and formats. In fact, degrees, which derive their "meaning" from the institution, will be cast aside altogether, in favor of personal academic passports or, more appropriately, "portfolios," which document a student's accumulation of "educational capital" from a diversified set of providers.

Reading Levine's description of this inevitable future, it struck me that that I'd seen all of this before, somewhere. Was I thinking of an article in *Change?* Something from *Educause Review,* perhaps? Or was it a flashback to Jean Baudrillard's 1968, *The System of Objects,* which proposed that all social identities were gradually collapsing into a single identity, that of consumer? Or Jean-Francois Lyotard's 1979 opus *The Post-Modern Condition?* After all, didn't he predict that "the reproduction of skills" would displace "the emancipation of humanity" as the chief aim of education? Wasn't he the one who said that if students were merely the "addressees of knowledge," then "professors are no more competent than memory bank networks in transmitting knowledge" and "it matters little whether they are officially a part of universities"?

No doubt about it, this stuff was easier to take when it was just theory, and not tomorrow's news.

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A quarterly digest of emerging trends and key debates in undergraduate education

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FROM THE EDITOR

For generations, it seems, the undergraduate curriculum has been occupied by and divided between a pair of rival tribes. Each claims to hold a valid deed to the whole property, and neither seems likely to budge. Those who praise the ideals of broad, humanizing study have built a permanent settlement on the high ground, and the followers of professional specialization have cultivated the broad plain below. At best, the two sides have worked out an uneasy truce, with part of the curriculum reserved for general education and part for the majors. Often, though, land has been seized and wells have been poisoned. For instance, the majors (particularly the "professional" majors) have occasionally raided general education for credit hours, expanding their own programs at the expense of course requirements in the arts and sciences. And the liberal arts, for their part, have fueled popular uprisings against the "merely" vocational goals of their neighbors, while trumpeting the intellectual rigor and humanizing effects of their own disciplines.

But is there any reason to balkanize the curriculum in this fashion, and why has this enmity lasted for so long? Why not simply integrate liberal and professional studies? After all, even the most learned of disciplines are professional in origin, whether they can be traced to medieval guilds, linked to Progressive-era social planning, or designed to prepare students for graduate-level study. For that matter, even the most practical of professions are liberal, in the sense that they provide models of informed practice, ethical conduct, and self-criticism.

The integration of liberal and professional studies has always had its champions—the philosophy of John Dewey, most notably, has inspired countless challenges to the habitual separation of theory from practice. However, it is also argued that this dichotomy has had little to do with philosophy and everything to do with economics. The industrial age, goes a familiar critique, required very few workers (or even managers) to develop their intellectual capacities—minds were not often welcome on the factory floor. A liberal education was considered to be necessary and desirable for only a small elite, those destined to become ministers, civic leaders, and college professors, for example.

Is there any reason to balkanize the curriculum?

Perhaps this line of reasoning offers hope to those of us who would democratize the benefits of a broad, liberal education. In fact, an optimistic scenario is fast becoming cliché: If the nation is now shifting to a post-industrial, information-based economy, then liberal learning is headed for salad days. Conveniently, the skills that business and industry now crave—flexibility, critical thinking, effective communication, the ability to work in teams—are precisely the ones that the liberal studies have always advocated (though traditionally in the names of individual freedom and civic responsibility, rather than the making of money).

It strikes us, however, that the details of this new academic landscape remain awfully sketchy. In practice, what would it actually mean to liberalize the professional curriculum? And is it practically and culturally feasible to do so? It's true that certain professional associations—in fields such as nursing and accounting—have made strong statements in support of broad undergraduate study, but have our colleges yet succeeded in preparing well-rounded nurses and accountants? And what kinds of inter-disciplinary cooperation will be required? Can computer scientists get along with social scientists? Philosophers with business professors? Astronomers with Agronomists? Even if they do make an effort to bridge their cultural and methodological divides, don't college professors tend eventually to make their ways back to the comforts of their own disciplines?

In this issue of *Peer Review*, we consider the context for and the challenges of integrating liberal and professional studies in the undergraduate curriculum. Historically, we ask, what has pushed students to specialize or to seek breadth of study? How are economic and other forces now influencing the curriculum? And what has been the experience of those institutions that *have* tried to create integrated programs? ■

Liberal Studies and Professional Specialization: An Historical Review

by Lisa R. Lattuca, Assistant Professor of Education, Loyola University Chicago,
and Joan S. Stark, Professor of Education, University of Michigan

FOR AS LONG AS THERE HAVE BEEN universities, the university curriculum has been in flux. As far back as the 12th century, debates about the purposes of education and the merits of particular courses of study (e.g., logic vs. literature; Latin grammar vs. Euclidean geometry) have occupied faculty, and scholars in every century since have deliberated over the content most worth knowing and the skills most worth having.

Even in the relatively short history of U.S. higher education, the curriculum has often changed in response to social, economic, and political needs and events. Although contentious at times, curriculum reform has given college and university faculty and administrators numerous occasions for reflection, pressing them to articulate what they are doing and why. And few topics have provoked more reflection and argument than the relationship between liberal study and professional specialization.

The 19th century: Three missions emerge

The organization and curriculum of America's few colonial colleges remained relatively stable for the first hundred or so years of their existence. However, higher education institutions in the U.S. multiplied and diversified during the 18th and 19th centuries. By the end of the 19th century, three distinct types of college missions had emerged, altering to varying degrees the classical college model.

1. Utilitarian. The utilitarian mission was based on the belief that colleges should train citizens to participate in the nation's economic and commercial life. Institutions espousing this purpose offered career-oriented programs buttressed by general education electives. The Morrill Land-Grant Act of 1862 provided the framework for large numbers of state institutions, particularly those stressing agriculture, to follow this model.

However, while Harvard introduced its Law School in 1817, most 19th century colleges and universities did not house professional schools as we know them today. Not until the early 20th century did the professions of medicine, dentistry, and law become part of university education, along with their foundation disciplines in the sciences and social sciences. By the 1920s, teacher education and other occupationally useful fields (like business, engineering, social work, and nursing) followed suit.

Today, many state colleges and universities still emphasize a mission of practical education and social improvement through economic growth and upward mobility. These colleges attempt to meet the practical educational needs of their regional constituencies, providing relatively open access to education in several professions and service in matters of civic concern, including the preparation of teachers, librarians, and nurses.

In recent years, state colleges have been joined in this mission by some "comprehensive" private colleges. However, while the state colleges instituted liberal arts education to buttress their career programs, many private comprehensives arrived at a similar curriculum from the opposite direction: they added pre-professional and occupational majors to supplement their liberal arts programs. Further, in search of new markets and sources of funds, some of these new comprehensives, both public and private, have also developed large "extension" programs, serving students far from their home campuses.

2. Research. The research university, patterned after the German model and dedicated to the production of new knowledge, espoused another type of mission. In its purest form, the research mission had little place or need for undergraduates. However, financial concerns and faculty sentiment convinced most universities to retain their undergraduate programs rather than become exclusively graduate research institutes. This group of institutions now includes not only the universities that historically pursued new knowledge, but also an increasing number of doctorate-granting universities, including some that evolved from state colleges.

Today, about 150 universities (both public and private) of the more than 3,800 colleges and universities in the U.S. devote extensive portions of their resources to the discovery of new knowledge, both in the arts and sciences and in the many professional fields that now make up separate colleges within the universities. Although undergraduate students often constitute less than half of their enrollment, the prestige of research activities and advanced degrees often draws undergraduate students interested in specialized study with research-oriented professors. Even at research universities, however, there is considerable tension between general and specialized study, since some faculty groups try to limit early undergraduate specialization, while other groups advocate it.

3. Liberal arts. A third mission, especially prominent just before the turn of the 20th century, grew from the classical model of education. Like its predecessor, the new model focused on developing students' ability to appreciate knowledge, but the liberal arts movement stressed to a greater degree the development of critical thinking and the improvement of self and society.

Even as the liberal arts model emerged, overall support for learning "for its own sake" waned, as knowledge expanded rapidly during the 19th century and new disciplinary specializations developed. Academic departments, which originated around 1825, became in the 20th century the dominant model for organizing the curriculum, encouraging closer associations of faculty in the same fields and encouraging them to advance their specializations. In addition, social and technological advances led to an increase in the number of courses and subjects taught. The new subjects spawned new majors, helping to focus students' academic programs by permitting concentrations in specific fields.

Today, research shows that support for liberal arts education remains strongest among high school and college faculty and administrators and, not surprisingly, graduates of liberal arts colleges. High school students, parents, graduates of universities and specialty schools, and business executives tend to hold neutral or less favorable impressions (Hersh, 1997).

The 20th century: Shifting emphases

Some faculty, particularly in the humanities, reacted to the perceived threat of overspecialization by

The Changing Course of Study

Excerpts from The New College Course Map and Transcript Files: Changes in Course-Taking and Achievement, 1972-1993 *(2nd Edition), by Clifford Adelman (Washington, DC: US Department of Education, Office of Educational Research and Improvement, 1999, pp. vii-viii).*

- *While the college curriculum experienced by students became more quantitative, and in disciplines ranging from geography to criminal justice, the study of core laboratory science declined markedly during the 1980s.*

- *The study of business and business-related fields now dominates postsecondary education. Even in non-business fields such as music and communications, we see measurable student course-taking in "The Business of X." When this happens, students take fewer courses in other fields. Among noted areas of decline were education, life sciences, agriculture, and ethnic studies.*

- *Business was not the only growth field between 1972 and 1993. Computer science and related engineering technologies fields also expanded significantly, as did women's studies and mass communications. The expansion of the leisure and health club industries is also reflected in increased student participation in course categories involving tourism, marketing and operations of the hospitality industry, and recreation.*

- *The "empirical core curriculum" remained remarkably stable over the period 1972-1993. Of the 30 courses accounting for the highest percentage of credits earned by bachelor's degree recipients, 25 were the same for both the 1972-84 and 1982-93 cohorts. Differences in the empirical core by race/ethnicity are slight.*

Business Management continues to be the most popular bachelor's degree.

launching a period of general education reform during the first thirty years of the 20th century (Bell, 1966). For example, between 1915 and 1935, social ethics became one of the most widely taught courses on campus, a trend reminiscent of the 18th century college's emphasis on moral philosophy. Also, World War I and the rise of international communism created an increasing awareness of political ferment abroad, prompting a return of ideological debates to the college classroom. Moreover, the dismal job market of the Great Depression led many students to seek career flexibility and, thus, to major in less specialized fields. (Of course, during this early period of the 20th century, a relatively small, and usually privileged, group of students attended college.)

In the 1940s, it looked as though academe would choose to encourage both general *and* specialized education. On the one hand, the technological demands of World War II again pressed the curriculum toward specialization. However, the war also led higher education to reflect on its role in educating good citizens and leaders, a role highlighted by Harvard's influential 1945 publication *General Education in a Free Society* (popularly called the "Redbook"). In 1947, the President's Commission on Higher Education also made an explicit appeal for balance in the undergraduate curriculum: "Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the other" (Zook, 1948, p. 49).

The two-year community college, which first appeared around 1910 but developed most rapidly after 1940, further diversified the mission of higher education. In addition to providing academic foundations for students planning to transfer to four-year institutions, community colleges began to provide the kind of short- and long-term vocational training previously provided by employers or in apprenticeships. Attuned to local needs, community colleges developed vocational programs as distinctive as horticulture, welding, refrigeration technology, and animal training.

From the 1950s to the 1970s, specialization once more took the upper hand throughout higher education, fueled by technological advances, career-oriented war veterans attending college under the G.I. Bill, and the fear of obsolescence inspired by the Russian launching of Sputnik in 1957. Even private colleges formerly devoted to the liberal arts began to introduce new career-oriented majors in an attempt to keep up with technology and to maintain their share of the student market.

Debates on the relative importance of preparation for careers and general studies reached another peak in the late 1980s, when several national reports and educational spokespersons urged colleges to ensure that students study at least two years of general education to properly prepare them for modern life. These critics claimed that the pendulum had once again swung too far toward specialization, causing the public to lose its sense of historical and cultural perspective.

Meanwhile, community colleges began increasingly to contract with local businesses to offer professional development courses tailored to particular needs (e.g., some offer programs for adults who are beyond the age of eligibility for secondary school services). Further, since the mission of community colleges overlaps somewhat with those of four-year colleges, the two kinds of institutions have started to compete for students who wish to specialize in occupational programs.

Current diversity

The enormous range of content areas now included in the undergraduate curriculum is illustrated by the U.S. Department of Education's coding system, which designates categories for colleges to use in reporting their majors, courses taught, and degrees granted (see the table below).

The most common career majors in recent years have been business management, education, engineering and engineering technologies, and the health professions. Traditional liberal arts and sciences majors have struggled for stability as recessions and advances in technology pressed students toward more technical and practical fields. The humanities have largely rebounded to their 1970 levels (about 17% of all degrees awarded), however the social and behavioral sciences have declined from their high of 23% of all bachelor's degrees in 1971 to roughly 17% of all baccalaureate degrees in the 1990s. Business management degrees continue to be the most popular bachelor's degrees, although they have lost some ground (falling from a high of 24% of all bachelor's degrees in 1986 to just under 20% in 1996) (National Center for Education Statistics, 1999a).

Like the four-year program, the two-year college curriculum may include a general education segment, a major specialization, and some electives, but this distribution takes place in a total of sixty credits or fewer (two years if pursued full time), rather than in 120 credits or four years of work. The most recent statistics from the Department of Education indicate that just under 32% of students who graduated from associate degree institutions in 1994-95 earned degrees in liberal arts and sciences, general studies, or humanities; nearly 17% earned degrees in business management and administrative services; another 18% earned degrees in the health professions and related sciences; and the remaining 33% graduated in various visual and performing arts, trade, and service fields (National Center for Education Statistics, 1999b). (Many community college students, of course, do not seek a degree but attend in order to obtain a shorter term certificate or special job skills.)

Over the years, a number of researchers have documented changes in students' academic programs (Blackburn et. al., 1976; Dressel & DeLisle, 1970; Toombs et. al., 1989; Ratcliff, 1992; National Institute on Postsecondary Education, 1999). Between 1970 and the mid-1980s, for instance, colleges tended to increase the portion of students' programs devoted to specialization or supporting coursework.* Such trends seem to be related primarily to changes in student demands and to changes in job markets, but they are also sometimes associated with standards promulgated by specialized accreditation agencies, which monitor curricula and student preparation in fields as diverse as chemistry, accounting, and teacher preparation.

Concluding thoughts

Today, distinct institutional missions still drive the work of colleges and universities, but these missions are increasingly subject to external critique, as various public stakeholders (parents, legislators, and the business community, to name a few) enthusiastically join the debate about the proper role(s) of higher education and the proper course of study for college students.

Categories of Academic Programs

(As defined by the Integrated Postsecondary Education Data System, U.S. Department of Education)

01 Agricultural Business and Production
02 Agricultural Sciences
03 Conservation and Renewable Natural Resources
04 Architecture and Related Programs
05 Area, Ethnic, and Cultural Studies
08 Marketing Operations, Marketing, and Distribution
09 Communications
10 Communications Technologies
11 Computer and Information Sciences
12 Personal and Miscellaneous Services
13 Education
14 Engineering
15 Engineering-Related Technologies
16 Foreign Language and Literatures
19 Home Economics
20 Vocational Home Economics
21 Technical Education/Industrial Arts Programs
22 Law and Legal Studies
23 English Language and Literature/Letters
24 Liberal Arts and Sciences, General Studies, and Humanities
25 Library Science
26 Biological Sciences/Life Sciences
27 Mathematics
28 Reserve Officers Training Corps
29 Military Technologies
30 Multi/Interdisciplinary Studies
31 Parks, Recreation, Leisure, and Fitness Studies
32 Personal Improvement and Leisure Programs
33 Citizenship Activities
34 Health-Related Knowledges and Skills
36 Leisure and Recreational Activities
37 Personal Awareness and Self-Improvement
38 Philosophy and Religion
39 Theological Studies and Religious Vocations
40 Physical Sciences
41 Science Technologies
42 Psychology
43 Protective Services
44 Public Administration and Services
45 Social Sciences and History
46 Construction Trades
47 Mechanics and Repairers
48 Precision Production Trades
49 Transportation and Materials-Moving Workers
50 Visual and Performing Arts
51 Health Professions and Related Sciences
52 Business, Management and Administrative Services
53 High School, Secondary Diplomas/Certificates

Pressure from external groups can have a real impact on the curriculum. For example, as high technology industries demand increasingly specialized workers, and as regional and specialized accreditation agencies place more emphasis on authentic assessment of student learning outcomes in all fields, including the liberal arts, the postsecondary curriculum appears to be undergoing a period of considerable change.

The final direction of this change remains uncertain, though. Will forces of specialization and professionalization move degree programs toward greater emphasis on vocational skills and knowledge, or will the need to develop individuals capable of, and prepared for, lifelong learning in their work (and private) lives reinvigorate general education and liberal studies?

Proponents of integrating general and professional learning, an idea which has been around for quite some time but which has rarely been vigorously pursued, suggest that the curriculum can meet both sets of needs simultaneously. It is conceivable that education of the future could be a seamless web, with specialization and general studies mutually reinforcing the capabilities of a truly educated individual. But curriculum reform that departs so substantially from the separatist trends that have characterized American educational history will require substantial commitments of time, effort, and cooperation on the part of accreditors, faculty, and administrators. Progress in integrating the two has been, and may continue to be, understandably slow and arduous. ■

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* However, a new study by AAC&U and Penn State University suggests that general education programs have tended to hold their own, and sometimes to expand, over the past decade. See: *The Status of General Education in the Year 2000: Summary of a National Survey.* AAC&U, 2001. (Ed. Note)

Bachelor's degrees conferred, 1981-1997

(the twenty most common areas of study, as of 1997)

	1981-82		1986-87		1991-92		1996-97	
	degrees	% total	degrees	% total	degrees	% total	degrees	% total
Agriculture/Natural Resources	21,029	2.2	14,991	1.5	15,124	1.3	22,602	1.9
Biology/Life Sciences	41,639	4.4	38,121	3.8	42,941	3.8	63,975	5.5
Business	213,374	22.4	240,546	24.3	256,603	22.6	226,633	19.3
Communications	32,428	3.4	43,953	4.4	54,257	4.8	47,230	4.0
Computers (& information science)	20,267	2.1	39,589	4.0	24,557	2.2	24,768	2.1
Education	100,932	10.6	86,936	8.8	108,006	9.5	105,233	9.0
Engineering (& related technology)	80,005	8.4	92,816	9.3	77,541	6.8	75,157	6.4
English	33,419	3.5	36,284	3.8	54,951	4.8	49,345	4.2
Foreign Languages	10,756	1.1	11,034	1.1	13,903	1.2	13,674	1.2
Health Professions	63,653	6.7	63,103	6.4	61,720	5.4	85,631	7.3
Home Economics	17,872	1.9	14,417	1.5	14,898	1.3	16,571	1.4
Interdisciplinary Studies	14,707	1.5	13,933	1.4	20,647	1.8	26,137	2.2
Liberal/General Studies	21,089	2.2	23,717	2.4	32,174	2.8	34,776	3.0
Parks/Leisure/Fitness	5,335	0.6	4,264	0.4	8,446	0.7	15,401	1.3
Physical Sciences	24,052	2.5	20,070	2.0	16,960	1.5	19,531	1.7
Protective Services	12,438	1.3	12,930	1.3	18,855	1.7	25,165	2.1
Psychology	41,212	4.3	42,994	4.3	63,513	5.6	74,191	6.3
Public Administration	16,495	1.7	12,328	1.2	15,987	1.4	20,649	1.8
Social Sciences/History	99,705	10.5	96,342	9.7	133,974	11.8	124,891	10.6
Visual/Performing Arts	40,422	4.2	36,615	3.7	46,522	4.1	50,083	4.3
***Other fields**	42,169	4.4	46,281	4.7	54,974	4.8	51,236	4.4
total baccalaureate degrees	**952,998**		**991,264**		**1,136,553**		**1,172,879**	

* Various disciplinary areas (including disciplines such as Area Studies, Mathematics, Philosophy, and Theology) each accounted for 1% or fewer of the baccalaureate degrees awarded in 1996-97).

Associate degrees conferred

(the five most common areas of study, as of 1997)

Business/Administrative	96,854	22.3	82,681	18.9	93,762	18.6	95,532	16.7
Engineering-related Technology	57,913	13.3	45,086	10.3	35,861	7.1	33,810	5.9
Health Professions	61,435	14.1	62,545	14.3	79,453	15.8	98,921	17.3
Lib. Arts & Sciences/Gen. Studies	109,022	25.1	108,207	24.8	154,594	30.7	181,341	31.7
Protective Services	**9,492	2.2	11,960	2.7	15,117	3.0	19,889	3.5
*****Other fields**	99,810	23.0	125,825	28.9	125,444	24.9	141,733	24.8
total associate degrees	**434,526**		**436,304**		**504,231**		**571,226**	

** The category "protective services" was not used for data collection in 1981-82; this figure is an estimate based on the percentages by which the discipline grew in subsequent years.

***In 1996-97, the next five most common areas of associate degree completion were: Visual & Performing Arts (2.4%), Mechanics & Repair (2.1%), Computer & Information Sciences (1.9%), Education (1.9%), and Precision Production Trades (1.8%).

Tables prepared using data collected by the U.S. Department of Education, National Center for Education Statistics. See especially the Digest of Educational Statistics and reports from the Integrated Postsecondary Education Data System (http://nces.ed.gov/ipeds).

The Demographic Window of Opportunity: Liberal Education in the New Century

by Anthony P. Carnevale, Vice President for Public Leadership,
and Jeff Strohl, Research Scientist, both of the Educational Testing Service

DURING THE FIRST DECADE OF THE new century, the nation will experience demographic and economic trends that could launch a major revival of liberal arts education. The baby-boom echo, most notably, provides raw material for a tremendous surge in new students. Generation Y, representing 4.3 million youngsters born between 1982 and 1997, is now beginning to enter the traditional 18- to 24-year-old college age and, given current enrollment rates, is likely to produce an increase of 1.6 million college students, of which 80% will be minorities, by 2015.

Meanwhile, the liberal educator's broad societal mission and the employer's more narrow economic interest are converging. Happily, the new knowledge-based economy needs the kinds of graduates that liberal education provides—workers who have general skills, who can think outside the box, participate in team efforts, and flourish in interdisciplinary settings.

Of course, there is more to liberal education than dollars and cents (Gutmann, 1999; Rorty, 1999), and we should hesitate to justify it on purely economic grounds. Liberal education also husbands the enduring knowledge that can anchor an American society undergoing changes at blurring speeds. Moreover, it leads to the development of a healthy skepticism necessary to our individualistic culture and our participatory politic.

However, those who cannot get and keep good jobs are unlikely to become autonomous individuals and good citizens. If liberal education fails to pay sufficient attention to its role in preparing students for employment, then it cannot achieve its cultural and political missions. Educators must face up to the economic realities that shape their work:

1. The Knowledge Economy Requires the Skills Learned through Liberal Education

We already know from the evidence of the past few decades that people aren't going anywhere in the new knowledge economy unless they go to college first. In 1959, only 20% of all prime-age jobs required at least some college; by 1997, the proportion was 56%. The largest share of current jobs and the fastest job growth today is occurring in the high-paying, high-skilled services sector—in areas such as management, finance, marketing, business services, and the education and health care professions—not in the low-wage services sector or the high-technology sector. These are the generalists who are best served by a liberal arts education (Carnevale and Rose, 1998).

One of the greatest strengths of a liberal arts education is that the environment encourages student-to-student and student-to-faculty interactions. This learning process mimics the changing work environment and the increasing value of general cognitive, problem-solving and interpersonal skills over specific and technical skills. The high-skilled managerial, professional, and service jobs that dominate the new economy entail non-repetitive functions and overlapping team-based assignments rather than the standardized tasks of yesteryear. Much the same is true of high-technology jobs where technology has taken over much of the rote physical and mental work, leaving technical workers with non-repetitive deployment functions.[1]

The new knowledge economy has also spawned a more complex set of performance standards, requiring broad general skills. These new standards include quality, variety, customization, customer focus, speed of innovation, and the ability to add novelty and entertainment value to products and services. To meet these new standards, companies need conscientious workers who are able to take responsibility for the final product or service, regardless of their level in the company. Variety and customization require workers who are

> "As the conceptual share of the value added in our economic processes continues to grow, the ability to think abstractly will be increasingly important across a broad range of professions . . . [T]he ability to think abstractly is fostered through exposure to philosophy, literature, music, art, and languages . . . Yet there is more to the liberal arts than increasing technical intellectual efficiency . . . The challenge for our institutions of higher education is to successfully blend the exposure to all aspects of human intellectual activity, especially our artistic propensities and our technical skills."
>
> Alan Greenspan
> *1999*

creative problem solvers. A focus on customers requires empathy as well as good communications and interpersonal skills, and continuous innovation requires an ability to learn.

2. Despite its Advantages, the Liberal Arts Bachelor's Degree Does Not Lead to the Best Entry-Level Jobs

The educational value of the liberal arts may be widely recognized, but the market value of a liberal arts education is less certain, especially for those who hold bachelor's degrees. While they can go far in their careers, they also have trouble getting started.

Every CEO can wax poetic on the value of the liberal arts, but their personnel departments tend to hire people with more specific business or vocational preparation. General skills, the kinds fostered by liberal education, turn out to be rewarded only after individuals arrive in senior, decision-making positions, late in their careers. Either the nation's employers need to think more long-term or those who hold liberal arts bachelor's degrees need to put a practical point on their educational pencils before they go into the labor market.

For the most part, earnings depend very little upon where people attain their liberal arts bachelor's degree or what courses they take. What matters most is what kind of job they land after they graduate. Let's look at the data: On average, males with liberal arts bachelor's degrees start out and end up earning less than men with business or technical B.A.s. However, averages are deceiving. Men with liberal arts bachelor's degrees *who become managers* eventually earn more than physical scientists, architects, and business majors who do not become managers. In similar fashion, men with bachelor's degrees in English, sociology, or history who become managers or computer technicians eventually earn more than business, engineering, accounting, and scientific B.A.s who do not enter management or computing.

The story is less optimistic for women with liberal arts degrees, who earn $32,000 per annum, on average. Because of the continuing segregation of women in teaching and clerical occupations, women with liberal arts degrees rarely break into the managerial ranks. Women bachelor's degree holders who major in fields like engineering, pharmacy, and computers earn between $10,000 to $15,000 more than women with liberal arts degrees. Women who break into the managerial ranks do even better, but they rarely begin with liberal arts bachelor's degrees (Hecker, 1995).

3. When Liberal Education Leads to Graduate or Professional School, Success Is Guaranteed

The surest route to higher earnings for liberal arts bachelor's degree holders is to go on to graduate and professional education. And students who choose liberal arts majors have a much greater chance of enrolling in graduate and professional school, winning graduate fellowships, and eventually completing graduate and professional degrees (Astin, 1999). In 1959, the median earnings of people with graduate degrees were less than those of people holding bachelor's degrees. In 1998, however, people with graduate education earned $15,000 more than people with bachelor's degrees.

For women, graduate education is fast becoming the new threshold for access to managerial and professional occupation. In 1973, 73% of all prime-age women with graduate degrees went into the intellectual and caring professions; 10% were employed in managerial and professional jobs. By 1998, though, women were shifting out of the intellectual and caring professions; only 56% of women with graduate degrees were employed in these occupations. At the same time, managerial and professional jobs had expanded to constitute 21% of women with graduate degrees.

4. Under-Investment in Liberal Education Is a Case of Market Failure to Recognize Latent Value

The incongruity between initial hiring patterns among B.A.s and the eventual value of liberal education at work is only one example of a general failure of markets to encourage investments in liberal education. This under-investment stems primarily from the fact that (in an individualistic culture, a participatory polity, and a market-based economy) the crucial benefits of liberal education are *indirect and long-term* (Hartz, 1955; Weiss, 1988; Wiebe, 1995; Lipset, 1997). Investments that support the culture and polity bring few short-term or obvious economic returns.

We can describe the economic and cultural value of liberal education as *latent value*. It is a seed that needs to be planted as soon as possible after students have demonstrated basic competencies, because it leavens all learning and practical experiences thereafter. Latent value is the educator's version of "patient capital" or long-term investment. Its value grows with experience and is the catalyst that turns rote knowledge into true understanding.

Liberal education is also a crucial anchor for the professions in a world increasingly driven by the narrow valuation of cost efficiency and direct earnings returns. The struggle between the managerial values of the HMOs and the nurturing values and service standards of the medical professions can be seen as a test case, presaging larger struggles to balance managerial with professional values, a contest in which education plays an important part (Abbott, 1988; Freidson, 1994; Krause, 1996).

Opportunities and Challenges Ahead

The demographic and economic forces already in place guarantee a surge in new students competing for seats at liberal arts colleges. And as graduate and professional education continues to top the charts in earnings returns, the role of those colleges as preparatory schools for managerial and professional jobs will only expand. In short, the liberal arts colleges will survive, prosper, and grow in the new economy.

The future of liberal education is largely about money.

However, the future of liberal education, as distinct from liberal arts colleges, is less clear. The demand for it will certainly exceed any conceivable expansion in liberal arts colleges.[2] Outside of that context, though, it is not clear how to expand investments in education's latent value in the face of growing cost pressures, not to mention the bias that considers liberal education to be expensive, impractical, and even irrelevant for the mass of American students.

Moreover, if we are going to provide liberal education in response to the new wave of incoming students, we need to do it right this time. The rapid expansion of higher education in the post-World War II era all too often offered liberal education as a fragmented set of general education electives, delivered in theater style where student-to-teacher ratios often exceeded a hundred to one—with graduate students often substituting for expected "big name" professors. Because the large classroom doesn't well replicate the liberal arts environment, where education quality is maximized with high student-to-student and teacher-to-teacher contact, this approach provided economies of scale, but they were false economies (Astin, 1999).

Improving access and quality of liberal education outside the traditional liberal arts colleges will not be easy. In the larger four-year institutions, the cost pressures will encourage the continuation of false economies in the provision of liberal education. And community colleges are already experiencing the struggle to balance liberal education and transfer preparation with vocational degrees, certificates, certifications, and customized training (Carnevale and Desrochers, 2001). With the exception of the most robust business-sponsored executive-development programs and the individual pursuit of avocational interests, mention of liberal education is a nonstarter in debates about lifelong learning, workforce training, and adult education.

There is no getting around the fact that the future of liberal education is largely about money. Even at current postsecondary participation rates, the coming demographic surge is likely to cost an additional $19 billion a year by 2015. If governments don't continue to pay for eighty cents on the dollar in new costs, tuition will continue to rise faster than the discretionary incomes of families, and public pressures will encourage even more false economies in funding liberal education. Students from low-income families, where minorities are concentrated, will be bumped down the hierarchy of selectivity and out of liberal education programs in general, opting for more vocationally oriented programs in less selective colleges. Further, the general shift from need-based to merit-based aid will exacerbate these effects. And technology won't save the day, since the primary effect of new technology in service industries like education is not to reduce costs but to add value in the form of quality, variety, customization, convenience, novelty, and speed (Carnevale and Fry, 2001; OTA, 1990; Ehrenberg, 2000; Zuboff, 1988).

New funds for liberal education in postsecondary institutions will be very hard to find, even more so given the competing resource demands to establish a universal preschool system, to meet standards in elementary and secondary education, and to provide for lifelong learning.

Conclusion

Fully funding the latent cultural and economic value of liberal education will continue to be a daunting challenge. The economic and cultural costs of our continuing under-investment will only increase as the student population surges, as the new knowledge economy expands, and as the complexity of cultural diversity intensifies. Access to liberal education has become the standard for full inclusion in the culture and economy of the 21st century. However, rising cost pressures threaten to make liberal education a privilege rather than a prerequisite, even though that can only impair our economic performance and put our egalitarian values at risk.

Notes

1. With so much attention focused on high technology, a return to the liberal arts might seem anachronistic. But high-tech is not where the jobs are. The share of high-tech and scientific jobs has doubled since 1959 but still represents less than 10% of all jobs. While technology has been the key ingredient in the recipe for the new economy, high-tech jobs, high-tech skills and high-tech earnings have not grown commensurately. The principal beneficiaries of the new technology have been its low-tech users in managerial, professional, and business service jobs (Carnevale and Rose, 1998).

2. In concept, an idealized mass educational preparation should be a play in four acts, with liberal education introduced in the second act. In the first act, roughly consistent with our current pre-K-12 system, students will be met by socially prescribed standardized content for all students. This basic preparation and socialization should be performance-based, not time-based.

Students should be allowed to move out of the pre-K-16 barracks once they have met accepted standards. For most students, this would occur somewhere between their high school sophomore and senior years. Once students have met basic standards, they should move into a more customized and student-driven curriculum that includes liberal studies. Some students might be best able to get a liberal arts degree in 2+2 programs that combine the last two years of high school and the first two years of general education or liberal arts curricula in college (Katz, 1996).

The third act in the education sequence, somewhere between the current second year of college and the completion of graduate or professional degrees, should provide skills that make students employable. The last act is lifelong learning, which should combine both liberal and applied learning to satisfy both vocational and avocational needs.

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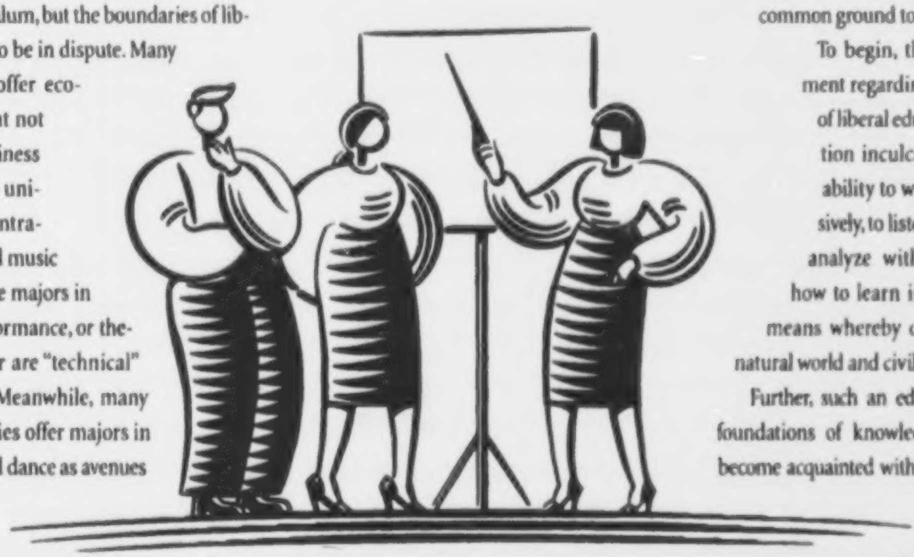
Teaching Professions Liberally

by Bobby Fong, President-elect, Butler University

THE DEFINITION OF "LIBERAL STUDIES" has always been fluid. In the 1890's, for example, a fierce debate raged over whether American colleges should offer chemistry as a course of study. Many argued that the liberal arts should not include a field so technological in nature. After all, wasn't such "professional study" contrary to the liberal arts goal of education for its own sake, with its emphasis on broad-based humanistic knowledge and the cultivation of the skills of writing and oratory?

Of course, chemistry and other experimental sciences are now universally accepted as essential parts of the undergraduate curriculum, but the boundaries of liberal studies continue to be in dispute. Many liberal arts colleges offer economics as a major, but not business, because business is too "applied." Some universities have concentrations in art history and music history, but they abjure majors in studio art, music performance, or theatre because the latter are "technical" rather than liberal. Meanwhile, many colleges and universities offer majors in education, nursing, and dance as avenues toward a liberal arts degree.



The inclusion of professional studies in the undergraduate liberal arts curriculum often is in response to student and parental demands for career preparation. In turn, such courses of study frequently become "cash cows" which financially support liberal arts programs with low enrollments. Nonetheless, purists argue that the manifold requirements of professional programs, set by their respective accrediting organizations, stint on liberal education. Such programs are said to do students a disservice, since the most valuable education is not learning an expertise but learning how to learn.

Intellectual intersections

The intellectual integrity of the curriculum—not to mention the coherence of the mission of the institution, the condition of its finances, and the health of its enrollments—is greatly affected by decisions about which courses of study to offer. It is thus incumbent upon the academy to enunciate some guidelines to enable faculties and administrations to negotiate what should count as liberal studies. As contentious as the issues are, within the disputed boundaries there is common ground to be found.

To begin, there is general agreement regarding particular purposes of liberal education. Such an education inculcates certain skills: the ability to write and speak persuasively, to listen with acumen, and to analyze with precision. Learning how to learn involves mastering the means whereby one interacts with the natural world and civil society.

Further, such an education imparts broad foundations of knowledge whereby students become acquainted with the grammars of various disciplines: what counts for knowledge in the sciences, the humanities, and the arts. In this regard, the competing claims made for "skills" education versus mastery of content knowledge rest upon a pointless dichotomy. Knowledge of specifics, whether Shakespeare or the molecular model, matters insofar as it is established by protocols for scientific investigation and cultural valuation. In my own field of literature, for example, knowing ways to read a text inevitably bears on what makes certain texts essential reading.

Finally, such an education encourages certain traits of character: the capacity to work both independently and collaboratively; to negotiate moral dilemmas; to exercise leadership in the service of others; and both to value and to tolerate difference (that is, both to appreciate how cultural differences enrich the perspectives brought on life, and to make room for dissenting opinions which run against the grain but which justly claim the right of an airing).

A liberally educated person is someone who exhibits these skills, foundations, and traits.

The question, then, is what courses of study lend themselves to cultivating these skills, foundations, and traits? What subjects can be taught liberally? How can graduation requirements be enacted so that all students, regardless of individual majors, are liberally educated?

Stated in this way, "liberal education" doesn't automatically denote certain subjects and not others. Biology, history, or religion can be taught illiberally if they consist of rote memorization of facts and uncritical acceptance of opinions. By contrast, the recent widespread acceptance of computer science as a liberal arts major bespeaks the acknowledgement that computer science is more than technological preparation for a career: liberally taught, it is a gateway to the very nature of human thought and to the principles of nature's organization and dynamic interactions.

Those who value liberal education cannot afford to set it at odds with professional preparation.

As a young Berea College professor, I once unthinkingly challenged a student on her choice of a nursing major, betraying a prejudice that she was too bright to settle for a career as a technician. Why not be a doctor instead? She reamed me out, retorting, "Doctors treat symptoms; I want to care for the whole patient. I'm double-majoring in English and nursing because I want to be able to out-write, out-argue, and out-think doctors in advocating for patients!" That was my initiation into how a profession could be pursued liberally.

On a recent visit to an engineering school, I met faculty who spoke eloquently of the need for their students to be immersed in the humanities and the arts, since they would be building structures for people who craved beauty as well as efficiency, and in the social sciences, since they would be collaborating with politicians and construction workers, businesspeople and clients, all with agendas and desires to which the engineers would give expression in steel and concrete. Engineering was necessarily imbedded in the liberal arts because it addressed human needs and longings.

A parent recently testified to how Butler University had addressed her hope that her daughter, a budding ballerina, would be liberally educated. A believer in liberal studies, she had sent an older child to Swarthmore. Her daughter, however, aspired to dance professionally, and they determined that Butler, with its combination of an accredited dance program and an extensive general education core required of all students, would best meet both of their expectations. One Christmas, the daughter came home and appropriated the family collection of works by Herman Hesse, explaining that in her dance notation class she had learned that Hesse was in a commune with Rudolf Laban, whose notation she was studying, and she wanted to better understand the cultural expressions of the commune. The mother was impressed—her daughter's liberal education was being facilitated not only by the general education requirement but within the dance major as well.

Blurring the boundaries

Not every parent expects that her child will immerse herself in literature and philosophy. Indeed, many if not most parents—even those who send their children to private liberal arts colleges—want to see a vocational return for the tuition they pay. So too are students becoming increasingly career-oriented. And now private institutions, which have traditionally carried the torch for liberal education, must worry about competing against publicly funded comprehensive institutions, which offer students a much wider panoply of courses of study.

Given present circumstances, those who value liberal education cannot afford to set it at odds with professional preparation. We must break down this artificial distinction so as to preserve the value of the liberal arts while also strengthening the liberal character of the professions.

Here are four things that colleges and universities can do to educate liberally while offering their undergraduates professional preparation:

1. Create a common general education program. If an institution is truly committed to the proposition that a liberal education is desirable for all its graduates, gen-

eral education requirements should be the same for all students, regardless of their fields of study. In actual point of fact, universities typically permit individual schools to set their own general education requirements, so that the relatively robust requirements at the College of Arts and Sciences, for example, may bear scant resemblance to those in the School of Business, where, in the name of accreditation requirements for the major, less room is allotted to general education. The resulting message, intended or not, is that liberal education is peripheral to professional preparation. By contrast, at Butler University, students in the College of Education, the College of Business Administration, the College of Pharmacy and Health Sciences, and the Jordan College of Fine Arts share the same core curriculum with students in the College of Liberal Arts and Sciences, with required courses in writing, speech, and interdisciplinary studies, and with distribution requirements in humanities, social sciences, natural sciences, and quantitative and formal reasoning. Liberal education can have primacy of place in an institution only if it is uniformly defined and universally required of all students.

2. Bring liberal education into the majors. Within each major, the departmental faculty must take responsibility for ensuring that courses in the concentration, as well as courses for general education, are taught liberally, that is, with an eye to fostering the purposes of liberal education described earlier. In Chemistry, for example, attention should be paid to discussing how models of chemical behavior are scientific constructs, not immutable, but subject to modification. Pedagogy should encourage collaboration in labs, and there should be opportunities available for students to learn both how to do research and to report it, whether through poster sessions or oral presentations. Similarly, curricula in Education, the Health Sciences, Engineering, Business, and the Arts should reflect recurrent faculty attention to the grammar of inquiry in the discipline and to ways whereby students are asked to grow in communication skills and traits of character as well as in knowledge of the field.

3. Maintain the liberal arts integrity of the curriculum. In considering the addition of new concentrations to the curriculum, the faculty and administration should require evidence that the proposed new courses of study are amenable to being taught liberally and will contribute to the general education of non-majors. At this point, the determination of the appropriateness of a field of study will depend in large part on the imagination and commitment of its local advocates to doing it liberally. It is a negotiation, not only of the subject matter, but of the ways it is taught. When Hamilton College debated the introduction of a secondary teaching certification program, the faculty specified that methods courses would not cut into required courses in general education and in a subject area major. Moreover, the introductory course Foundations of Teaching was to be open to all students, prospective majors or not, who had interest in the philosophy of education. Only when the faculty was satisfied that these conditions were fulfilled did it approve the program.

4. Respect and support the career orientation of students and parents. I have been a lifelong beneficiary and advocate of liberal education, but coming from a working-class background, I never forgot that ultimately I would need a job to support myself. Liberal education may prepare one to do "anything," but no employer hires a graduate to do just "anything." Proceeding to graduate or professional school to prepare for a vocation is beyond the means of many students and their families, already saddled with the financial burden of having underwritten four years of college. Limiting the undergraduate experience to "pure" liberal arts, and thereby eschewing professional courses of study, is a luxury few students—or colleges—can afford. Professional studies during the undergraduate years cannot substitute for liberal studies, but the two can be responsibly integrated with one another in the ways I've suggested. Vocationalism in students should be accorded respect even as in the name of liberal education a teacher seeks to expand their imaginative horizons.

Despite historic tensions, there is no reason for liberal education and professional education to stand at antipodes to one another. Higher education has the opportunity to address the professional aspirations of its students while doing more than paying lip service to the value of liberal education. ■

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Accreditation, Our New Best Friend

by John Nichols, NEH Distinguished Teaching Professor, Saint Joseph's College (IN),
and Senior Fellow with AAC&U's *Greater Expectations* Initiative

UNLESS YOU HAVE BEEN LOST IN THE WILDS of Borneo for the last three or four years, you know that a great deal of change is occurring in accreditation circles. Spurred by demands for accountability, both regional and specialized accreditors have been revising their standards and redesigning the very process of accreditation.

This activity represents a dramatic turn of events. For faculty in the arts and sciences, specialized accreditors used to have the reputation of being "thieves," aiming to secure at least ninety baccalaureate hours (out of the usual total of one hundred and twenty) for themselves. Moreover, they used to describe this credit load as the "bare minimum" for training in their fields. Lately, however, some of those fields—including some that carry the largest enrollments on our campuses—have emphatically changed their thinking.

In trying to measure the quality of undergraduate programs, many specialized accreditors have made a shift from cataloguing inputs to assessing outcomes. And in so doing, they have discovered (or re-discovered) that some of the very traditional outcomes of liberal education are frankly essential to their respective professions. Suddenly, in fact, it seems that some of liberal education's best friends come from accrediting associations in teacher education, business, nursing, engineering, and so on.

For example, the position of the National Council for Accreditation of Teacher Education (NCATE) has been, for years now, that teachers ought to be the *most* liberally educated of our graduates. Likewise, when asked to list the desired outcomes of business study, a leading accreditor defined a *quality* program as one that emphasized six items, only one of which is "business learning" itself. And the American Association of Colleges of Nursing, in addition to listing several liberal education outcomes in *The Essentials of Baccalaureate Education for Professional Nursing Practice"* (AACN, 1998), states that "Clinical judgments have as much to do with values and ethics as they do with science and technology."

Or consider the Accreditation Board for Engineering and Technology's new document, "ABET 2000," which replaces a hefty volume of accreditation criteria with a concise two-and-a-half page statement. In the past (in its "thievery days"), ABET used to allow up to perhaps twenty-four semester hours for coursework outside engineering and engineering-related science and math. But now they've reversed their approach. They require a minimum of one year of math and science and one-and-a-half years of engineering topics—this leaves up to a year-and-a-half for an institution to put its distinctive mark on students.

Moreover, ABET now judges the quality of engineering programs according to their success in fostering *eleven abilities,* including a mixture of particular engineering skills with the broad capacities traditionally associated with liberal education. In fact, ABET officers have sometimes even described six of these abilities as comprising a contemporary and expanded version of the medieval "trivium," with the other five corresponding to the "quadrivium."

Why did ABET change its criteria so radically? Partly in response to declining enrollments (and complaints of the rigid curriculum) in engineering—but only partly. Another factor was feedback from employers: skill in engineering was found to be just one out of six or seven traits that make an engineering graduate an "attractive hire" for major firms.

What else did employers say they want? The list may not surprise you: communication skills, critical thinking, ethical astuteness, cultural sensitivity, understanding of the socio-politico-economic environment, and the ability to learn across disciplinary boundaries.

Of course, none of this is to suggest that the accrediting bodies can simply snap their fingers and integrate liberal learning into the professions. Many faculty members and administrators have yet to catch on to this shift in priorities; many employers are still reluctant to hire the well-rounded graduates that they say they need; and few campuses have yet implemented outcomes-based assessments.

But if those of us who advocate liberal learning are looking for allies, we ought to recognize that some of our best friends now work at the specialized accrediting associations. ■

Integrating the Curriculum: Lessons from the Field

by Jerry Berberet, Executive Director, Associated New American Colleges

IN PAST DECADES, MANY OF the nation's colleges and universities have attempted to infuse professional education with the hallowed purposes of the liberal arts, such as the development of cultural understanding, critical thinking, and ethical reasoning. But in recent years, there has emerged a growing awareness that the influence can be mutual: professional studies have much to contribute to the liberal arts, as well—for example, they can share their technical skills, methods of practice, organizational capacities, and assessment strategies. In short, there now exist some promising and exciting efforts to integrate, in a truly balanced way, the ideals of learning "for its own sake" and the vocational purposes of professional education.

A number of colleges and universities are especially well known for their efforts to integrate liberal and professional studies. **Northeastern University,** for example, has recently adopted a general education curriculum that teaches core subjects through its highly regarded cooperative work program. And a similar integration of liberal and experiential learning has been a trademark of some small colleges, such as **Berea** and **Antioch,** for decades. More recently, **Babson College** and **Bentley College** have both reorganized their undergraduate curricula to provide a broad education for business students. And **Alverno College** is an acknowledged nationwide pioneer in using assessment methods to focus the curriculum on both professional and liberal outcomes.

AAC&U's *Greater Expectations* initiative has also identified several institutions that have developed particularly promising approaches to integrating and assessing liberal and professional studies. For example, **Audrey Cohen College** has created a series of interdisciplinary professional programs, meant to prepare inner-city and adult students for international and information-related careers. **King's College** of Pennsylvania has developed an assessment tool that identifies skills that transfer across liberal arts and professional studies majors. **Pacific Oaks College,** which offers upper-level programs in human development and early childhood education, teaches intercultural theory, communications, and research methods in the context of applied professional practice. And one of the larger *Greater Expectations* schools, **Indiana University–Purdue University Indianapolis** (IUPUI) has used learning communities and campus-community partnerships to provide an integrative liberal and professional educational foundation for entering students. (Similar curricular approaches, emphasizing connections to local neighborhoods, have been implemented at other large, urban institutions, such as **Temple University,** the **University of Missouri-Kansas City,** and **Portland State University.**)

Lessons from ANAC

The integration of liberal and professional studies—through curricular reform and faculty development—has been one of the main goals of the Associated New American Colleges since its founding in 1995. ANAC is a national consortium of twenty-one small to mid-sized private comprehensive universities, whose features are representative of the roughly five hundred schools classified, under the Carnegie system, as Masters I- and II-level institutions. These schools offer a range of liberal arts, professional, and graduate programs to diverse student populations—including traditional age, residential, commuter, transfer, commuter, older adult, and graduate students, many from the largely urban and suburban "growth" regions where their campuses are located.

Given the manageable size of these institutions, it seems a feasible goal to bring every student in contact with the full range of educational resources on campus, rather than locking those resources within individual programs or departments. Consequently, ANAC members have sought to integrate liberal and professional studies in several key areas, such as general education, the majors, new program development, and community outreach.

Valparaiso University, for example, has developed a first-year experience program (called the Valpo Core) that features liberal arts and professional program faculty teaching side by side in a yearlong interdisciplinary seminar. At the same time, the school's student affairs office

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works with faculty on co-curricular programs that link academic work with residential experiences and community volunteerism. Also, the school offers integrative senior capstone seminars in liberal arts and professional studies fields that address career and professional applications of the major.

Mercer University uses a similar approach in its off-campus community development program, located in inner city Macon. Liberal arts and professional faculty collaborate with students on research and applied projects that range from school partnerships to consulting on housing, social services, and economic development.

Currently, ten ANAC institutions are nearing completion of a three-year grant project funded by the William and Flora Hewlett Foundation and designed to achieve two-way integration of liberal and professional studies by creating links between major program areas. Due to the turf-consciousness that seems endemic in the academy, it has never been easy to engage large numbers of faculty in these sorts of cross-area program collaboration. Yet, early results have provided a glimpse of the possibilities offered by such integrative programs.

Addressing the nation's critical shortage of science teachers, faculty in the sciences and elementary teacher education at **Mercer** and the **University of the Pacific** teamed up to develop "hands on" science education programs. Through courses such as "The Process of Science," interdisciplinary teams of science faculty have created readily accessible experiments and technological applications meant to overcome students' fear of science. For their part, science faculty asked students to do nothing that they had not already done themselves in course planning and faculty development workshops.

At **Susquehanna University,** science and business faculty collaborated in developing an interdisciplinary program they named the "Business of Science." Through coursework and a professional internship, science majors learn the business skills associated with managing a laboratory or a scientific enterprise, while business majors develop skills that well help them to market and develop scientific products.

A particularly intriguing partnership has been developed by **Pacific Lutheran University,** where the anthropology and nursing departments created an integrated program that works on the Navajo reservation in Arizona. Anthropology majors contributed an understanding of Navajo culture and traditional medical practices, helping the nursing students to be more effective at their work, while in the process creating a connection between Anglo-American and Native cultures.

One consequence of the Hewlett Foundation project is the stimulation that it has given for creation of new integrative majors, which respond to needs that haven't been met by existing programs. For example, the **University of Hartford** developed a major called "Interactive Communications Technologies," which grew out of a collaboration among eight liberal arts and professional studies departments and schools, involving a planning group of twenty-five faculty. The curriculum consists of a core program of new team-taught integrative courses and internships, in addition to existing courses from several disciplines. Students will develop technological proficiency, knowledge of management information systems, and a variety of other skills related to media, communications, and marketing.

Finally, **Drury University** paired its fine arts and business programs in order to create an arts administration major, combining team-taught core courses with an internship and related disciplinary study. In the Drury example, program development was accompanied by extensive faculty development, resulting in such successful collaboration that business faculty now use the experience as a case study in the development of business plans. Meanwhile, arts faculty have incorporated business theory into discussions of artist-audience relationships and careers in the arts.

These examples from a variety of institutions are meant to suggest the positive ferment that is occurring as colleges and universities rethink the customary distinction between liberal and professional study. For ANAC, the next step is to follow-up on the experience gained in the Hewlett project, working toward a comprehensive assessment of the professional and liberal learning outcomes of major programs. The challenge is to find ways to better meet the information economy's insatiable demands for graduates that are intellectually sophisticated *and* capable of adding value quickly. Ambitiously defined, liberal learning can take on this challenge, as well as the mission of educating for social justice and the good life in a diverse democracy. ■

For more information about the Associated New American Colleges, please visit their Web site: http://anac.vir.org.

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AAC&U NEWS

Highlights from the 87th Annual Meeting

AAC&U's 2001 Annual Meeting brought nearly a thousand faculty and administrators to New Orleans to discuss on-line learning, market pressures in academe, and the enduring purposes of undergraduate education. Featured speakers included the technology critic Paul Duguid, urging a cautious approach to computerized instruction; Richard Jarvis, Chancellor of the U.S. Open University, and Judith Ramaley, President of the University of Vermont, speaking on distance education and the promise of greater access to college; and William Gray, President and CEO of the United Negro College Fund, addressing the nation's ongoing struggle to promote equal educational opportunity.

Other highlights included a pre-meeting Symposium on New Faculty, sponsored by AAC&U and the Council of Graduate School's *Preparing Future Faculty Program*. Eighty participants, representing sixty-five institutions, joined PFF staff and consultants for a full day of debate and information-sharing on topics such as teacher education in the graduate school curriculum, faculty recruitment, and career expectations in academe. Presenters included Susan Gotsch, vice president for academic affairs at Hartwick College, describing mentoring opportunities for new faculty; and former University of Michigan president James Duderstadt, suggesting ways to create a better fit between graduate education and the needs of departments and universities.

The Annual Meeting also hosted the first public session of the National Panel of the *Greater Expectations* initiative. Panel members shared news of their progress to date in reaching a consensus as to the purposes of a high quality collegiate education, and they invited discussion of their newly-released *Work-in-Progress Statement* on the desired outcomes of 21st century liberal learning. More than two hundred faculty and administrators attended, providing a range of responses to the *Statement* and suggesting new directions for the Panel's work.

The *Greater Expectations Work-in-Progress Statement* is available on AAC&U's Web site (http://www.aacu-edu.org), and members are encouraged to send in their comments, questions, and ideas to Ross Miller, Director of Programs, AAC&U's Office of Education and Quality Initiatives (202-884-7803; miller@aacu.nw.dc.us).

Nancy Dye to Remain Chair of Board

Oberlin College president Nancy Dye has been elected the 2001 Chair of the AAC&U Board of Directors. She had been serving as Acting Chair since the summer of 2000, when Yolanda Moses left the Board to become president of the American Association of Higher Education.

Troy Duster, Professor of Sociology and Director of the American Culture Center at the University of California–Berkeley, has been elected to the post of Vice Chair and will serve as Chair in 2002.

And AAC&U extends great appreciation for the service of departing Board members Paul Gaston, Provost of Kent State University; Philip Glotzbach, Vice President for Academic Affairs, University of Redlands; Michael Greenbaum, President and CEO of Hybrid Networks, Inc.; and D. Bruce Johnstone, Professor of Higher and Comparative Education, SUNY–Buffalo.

Debra Humphreys Named AAC&U Vice President

Debra Humphreys has been named AAC&U's new Vice President for Communications and Public Affairs. Having served previously as Director of Programs in AAC&U's Office of Diversity, Equity, and Global Initiatives, Humphreys brings to her new role a deep understanding of the Association's mission and history, as well as a wealth of experience in designing communications strategies. Her past assignments have included coordinating Diversity Web and editing both *On Campus with Women* and *Diversity Digest;* leadership roles in projects such as *Re-Forming the Majors, American Commitments, Women and Scientific Literacy,* and *Racial Legacies and Learning;* and the direction of various conferences and workshops.

Humphreys holds a B.A. in Art History from Williams College and a Ph.D. in English from Rutgers University. She is the author of numerous articles and reports for AAC&U, including the 1997 publication *General Education and American Commitments: A National Report on Diversity Courses and Requirements.*

Jane Spalding Leaves AAC&U

After nineteen years at AAC&U, Jane Spalding has left the Association to join the staff at the University of Pennsylvania's Graduate School of Education, where she will co-direct the *Japan Seminar* and the *UMAP* project, a FIPSE-funded consortium of universities in the U.S. and the Pacific Rim.

Spalding has contributed her talents and leadership to a great range of AAC&U initiatives, from the *Asheville Institute* to the *Foreign Language Mission.* Over the past several years, her interests have turned increasingly to the promotion of academic exchange and the inclusion of international topics in the undergraduate curriculum. Most recently, she served as the director of AAC&U's *U.S.-Japan Initiative,* a project that brokered thirty student exchange agreements among colleges and universities in the two countries.

AAC&U to Assess Campus Diversity Initiatives

AAC&U and Claremont Graduate University's School for Educational Studies will collaborate on a five-year, $1.9 million project to evaluate the impact of the James Irvine Foundation's funding of campus diversity initiatives, located at thirty of California's independent colleges and universities. The project's primary role will be to determine the overall impact of the Foundation's diversity-related funding, but it will also assist individual campuses in developing evaluation strategies that will enable them to assess the strengths and weaknesses of their initiatives. The project's leaders expect that new evaluation methods and campus-based protocols will emerge during the work, and these methods will be broadly transferable, lending themselves to the evaluation of diversity initiatives on campuses across the country.

For more information, contact Alma Clayton-Pedersen, Senior Policy Director and Special Assistant to the President, AAC&U (202-387-3760; Clayton-Pedersen@aacu.nw.dc.us), or contact Daryl Smith or Sharon Parker at Claremont Graduate University (909-621-8075).

Announcing AAC&U's Newest Initiative

Science Education for New Civic Engagements and Responsibilities (SENCER)

The National Science Foundation will provide $1 million per year (renewable for up to five years) to fund a series of national dissemination activities featuring effective curricular models that connect scientific knowledge to current topics of public importance. The goal is to improve science education by leading non-science majors into "real" science through inquiry into issues such as HIV/AIDS, environmental sustainability, and nuclear proliferation. The funds will also support a range of special interest groups, an on-line community, and an annual summer institute for faculty and administrative teams.

For more information, visit the new SENCER Web site (www.aacuedu.org/sencer) or contact Eliza Reilly (202-884-7421; reilly@aacu.nw.dc.us).

Coming in the Spring 2001 issue of *Peer Review*

Academic Governance

AAC&U Calendar

Please check our Web site for regular updates on all meetings and conferences:
www.aacu-edu.org

The Network for Academic Renewal

March 22-24, 2001 • Albuquerque, New Mexico

Seasons and Cycles:
The Dean's Work with Faculty from Hire to Retirement

In collaboration with the American Conference of Academic Deans (ACAD)

2001 Summer Institutes

June 2-6, 2001 • Asheville, North Carolina

The 11th annual
Asheville Institute on General Education

In collaboration with the University of North Carolina-Asheville

July 10-15, 2001 • Leesburg, Virginia

Greater Expectations Institute
Campus Leadership for Sustainable Innovation

August 3-7, 2001 • San Jose, California

Science Education for New Civic Engagements and Responsibilities
SENCER Summer Institute

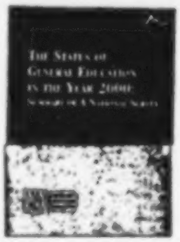
Hosted by Santa Clara University

Please check our Web site for updates and information on our meetings: www.aacu-ed.org.

New publications from AAC&U

The Status of General Education in the Year 2000: Summary of a National Survey

James L. Ratcliff, D. Kent Johnson, Steven M. La Nasa, and Jerry G. Gaff

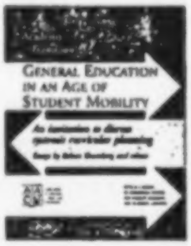


Summarizes the results of the first national survey of undergraduate general education in over a decade. Provides a snapshot of current general education practice, describes recent trends, and considers the future of general education in the nation's colleges and universities. (2001/24pp)

The fifth in AAC&U's Academy in Transition series of discussion papers

General Education in an Age of Student Mobility: An Invitation to Discuss Systemic Curricular Planning

Robert Shoenberg and others



Considers the challenge of designing a coherent curriculum for an increasingly mobile student population. Asks how the integrity of individual general education programs can be maintained in the face of public pressures to simplify transfer. Might colleges and universities assess students on the basis of specific learning outcomes, or will they continue to regard a random collection of credit hours as though it amounted to a meaningful education? (2001/38pp)

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For more information about AAC&U meetings and publications, please visit us on the Web: www.aacu-edu

Attention must be paid

by Rafael Heller, Editor of *Peer Review*

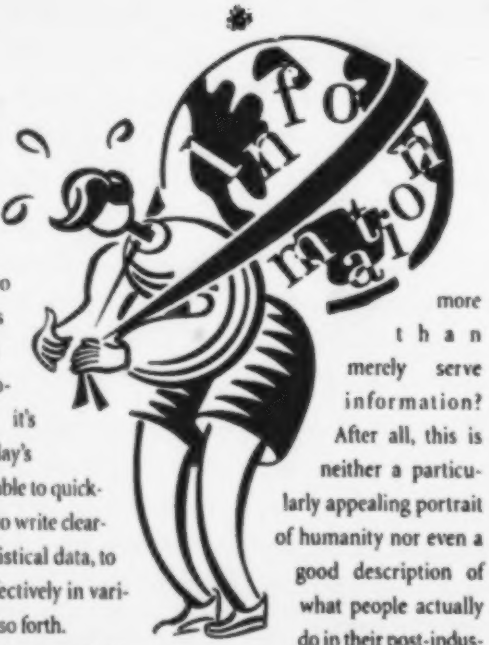
The nation's future depends upon the education of its workforce. That's the message we hear from every pundit, politician, and college president. Our young people need lifelong learning, not basic skills; they need college degrees, not high school diplomas; they need thinking caps, not hard hats. It's knowledge that fuels our post-industrial, high-tech, global marketplace. In short, and to update a famous quip from the last millennium, *it's the information economy, stupid.*

But that's a misleading cliché, argues the UCLA English professor Richard Lanham in a series of recent articles and conference presentations (available on line at www.rhetoricainc.com). Though hardly a numbers man himself—his scholarly work has focused on Renaissance literature, rhetorical theory, and hypertext—Lanham recalls enough of his old Econ 101 textbook to know that value derives from the scarcity of resources. And if there's a scarce resource today, it is most definitely *not* information. In fact, we can't avoid the stuff; It swirls around us from the moment we turn on the morning news until we log out of our chat rooms and call it a night. We now have radios in our showers, email on our Palm Pilots, and telephones in flight. We have on-line access to everything from the complete works of Shakespeare to the private thoughts of Britney Spears.

Information isn't the currency that really drives the new economy, says Lanham—it's our *attention* that's become most rare and valuable. Of course we have to be able to decode, analyze, and convey information, but the real question is this: How do we allocate our limited capacity to *attend* to that information? As we rush madly through our daily routines, what makes us stop and take notice? Which Web sites induce us to linger?

Ironically enough, Lanham has struggled for several years to get the academic community to attend to what he calls "the economics of attention." Perhaps the greater irony, though, is that I have space only to hint at his full argument: Lanham would anchor the undergraduate curriculum in the traditions of classical rhetoric. He argues that every student should be taught the arts of eloquence, the means by which one captures, holds, and directs the attention of others—and understands how one's own attention has been captured, as well.

By contrast, the conventional wisdom gives priority to the management of information, asking students to meet the demands placed on them by the new economy. Typically, it's argued that today's workers must be able to quickly interpret texts, to write clearly, to analyze statistical data, to communicate effectively in various contexts, and so forth.



The distance between these two perspectives may seem small, but it produces very different ways of viewing the curriculum and the place of our students within it. The latter, more conventional argument has its point, to be sure. Young people certainly do require various competencies related to managing information. But here's the problem: One gets the sense that information is meant to be the hero of this story, and that students exist merely to shine its shoes, schedule its meetings, and drive it around.

If the nation's students were to do more writing and complex analysis, this would indeed amount to a real improvement over the passive rote learning that prevails in many classrooms. But shouldn't we aim a bit higher, asking students to do more than merely serve information? After all, this is neither a particularly appealing portrait of humanity nor even a good description of what people actually do in their post-industrial jobs.

Maybe we shouldn't designate the "information economy" as the polestar that guides our efforts to reform the nation's schools and colleges. What our new economy really demands is that we teach students to interact not with information but with other people, and those people are likely to be distracted, incurious, overworked, and overwhelmed. As Lanham suggests, we need to do much more than present one another with information. We also need, for example, to entice, impress, compel, debate, persuade, flatter, or charm, depending on the situation at hand. ■

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AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to more than 700 accredited public and private colleges and universities of every type and size.

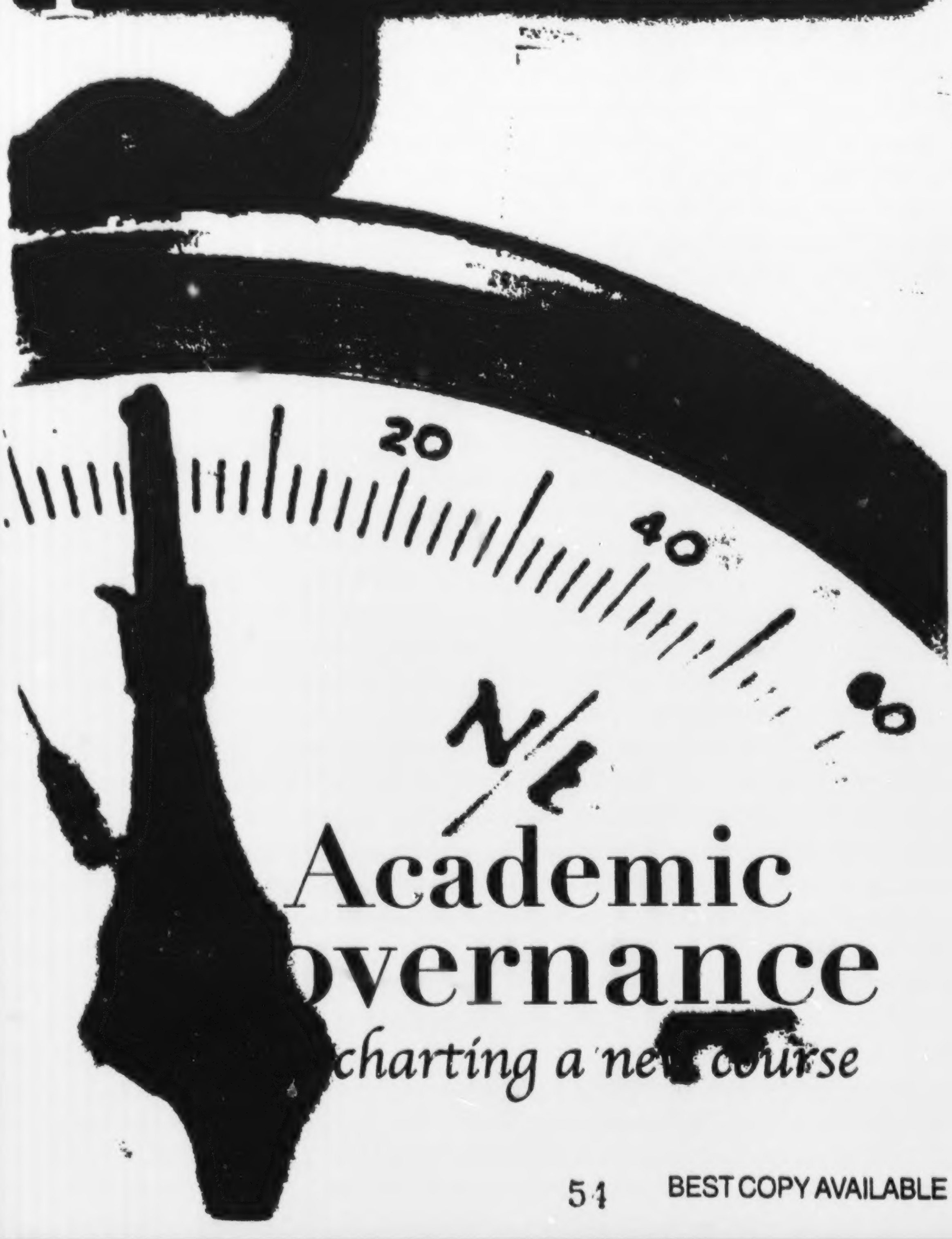
AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local level and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

AAC&U

peerReview

A quarterly digest
of emerging trends
and key debates in
undergraduate
education

Volume 3, Number 3
Spring 2001



Academic overnance

charting a new course

In this Issue

- Academic Governance in the 21ST Century
- Divided We Govern?
- Reconciling Corporate and Academic Cultures
- AAC&U News

Published by
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FROM THE EDITOR

As a new faculty member some years ago, I encountered an internal governance system designed for faculty participation in the decisions that affected the well-being of the institution. In theory, it sounded good and reasonable, supportive of the profession and protective of the rights that enable the professor to profess. What was also apparent from the outset was that governance bristled with political maneuvering, making it attractive to those politically inclined. For others, participation in the governance system was a burden borne for the sake of the whole—but, nonetheless, a burden and dutifully borne. A second realization was that some of the committees had more heft than others; the committee on tenure and promotion, involving peer review, for example, was in a category by itself. New faculty were elected to minor committees, enabling them to get a feel for the overall shared decision-making function and learn through experience.

Reading this issue of *Peer Review*, which provides an overview of the history and current state of academic governance, my experience as a new faculty member seems somewhat idyllic. As the articles in this issue attest, educational institutions and the nature of their governance have dramatically changed over the years; issues that once seem settled are now contested. Kezar sums it up well in her look at the state of shared decision making: "Decision-making authority is now claimed by a number of constituencies." The constituent list includes those who control budget allocations (legislatures), those who contribute significant financial support (alumni), federal regulations, and accrediting agencies—all entities external to the institutions affected.

In addition to these forces driving changes in governance systems, a compelling factor for change in academic governance is the need to align important new educational goals for undergraduate learning with institutional practices. An increasingly large and diverse cohort of undergraduate students and their adequate preparation for the twenty-first century call for altering the structures of the academy. For this reason—the challenge of pursuing quality for all undergraduate students—AAC&U is highlighting academic governance in this issue of *Peer Review*. Through its initiative, *Greater Expectations: The Commitment to Quality as a Nation Goes to College*, AAC&U is currently working to articulate twenty-first century goals for college learning. Those goals require forms of shared governance in which faculty remain centrally and collectively involved.

Changed conditions and expectations require adaptations. Clearly, as Gumport asserts, faculty cannot be discounted in the pressures created by the multiple new roles undertaken by colleges and universities. That would be, as she notes, "the downside of the entrepreneurial spirit." The influence of management models, in other words, could be tempered by the non-hierarchical processes of the academy.

Addressing participatory governance in the academy, this issue of *Peer Review* tackles what is central to higher education's continued achievement. As Ferren and her colleagues remind us, possibilities are built on trust, and trust depends upon mutual openness between administrators and faculty. Each of the authors seems hopeful. The research cited reveals the "working through" process that is proceeding as higher education finds a way to restructure governance processes in the face of multiple pressures. "There is … much that researchers still do not understand about how campus leaders can most effectively reconcile institutional legacies with today's market forces. At the same time there is tremendous potential," concludes Gumport. This issue of *Peer Review* addresses key aspects of this crucial undertaking.

Bridget Puzon, Senior Academic Editor

Rafael Heller, editor of Peer Review, *left his position at AAC&U before finishing this issue. We are grateful for his contribution to this and all of the previous issues of the journal.*

Seeking a Sense of Balance: Academic Governance in the 21st Century

by Adrianna Kezar, Assistant Professor, Department of Education Policy and Leadership, University of Maryland

APPROACHES TO ACADEMIC GOVERNANCE have always differed widely from nation to nation, ranging from direct and detailed control by a central government to laissez-faire, private profit-making enterprises, with many other arrangements in between. Whatever the system chosen by a particular country, however, that system tends to be adopted uniformly within its borders (Carnegie Commission 1973).

By contrast, a great diversity of governance strategies has emerged within U.S. higher education. In part this reflects our unusual variety of institutional types (research universities, liberal arts colleges, community colleges, and so on), but it also has to do with some distinctly American attitudes toward governance in general, such that power and autonomy tends to be distributed, rather than vested in a centralized structure of authority. Further, it reflects a tradition of lay citizen governing boards (or, in the case of private institutions, boards affiliated with a church or other founding group), which emerged out of a colonial-era suspicion that the government would ignore the differentiated educational needs and interests of its citizens (Zwingle 1995).

However, even in our diverse context, there do seem to exist some common principles of academic decision making. For example, researchers have often pointed to three key ingredients of successful governance: *participation*, *responsiveness*, and *efficiency* (e.g. Dill and Helm 1991; Schuster et.al. 1994). This is to say that 1) strategic decision making should include voices from both within and without the campus; 2) there must be at least some accommodation to larger public interests in higher education; and 3) campuses must find greater results, in a timely manner, and maintain quality while using fewer resources.

Shared Governance in Hindsight

As I describe in this section, these three core principles of academic decision making have always been plagued by underlying tensions, but those conflicts have become especially pronounced in recent years, as the nature of academe itself has changed. My goal in these pages is both to review the evolution of academic governance and to describe some ways in which these challenges may be negotiated in the coming decades.

1) A History of Participation

The definition of shared governance has changed slightly over time, but the commonly accepted definition comes from the landmark 1966 *Statement on Government of Colleges and Universities* (AAUP, 1995), jointly issued by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

Though not intended to serve as a blueprint for institutional decision making, the Statement argues that certain kinds of decisions ought to fall under the jurisdiction of certain groups. For example, trustees are said to be best suited to manage the endowment, the president to maintain and create new resources, and the faculty to develop the curriculum.

But, of course, not all decisions fall neatly into one of these three categories. Thus, the Statement notes that much of governance is (or should be) conducted jointly. For instance, questions over general education policy, the framing and execution of long-range plans, and the selection of presidents would seem to require the input of multiple constituencies.

It's important to note, however, that this commitment to shared governance is relatively recent and has never been complete. In the 1700s and 1800s, governing boards dominated decision making. It wasn't until faculty started to attain professional status, in the late 1800s, that they began to demand greater authority over certain decisions. And it wasn't until 1915 that the AAUP developed a set of principles related to faculty rights, including the right to participate in governance (Birnbaum 1991). Since that time, shared governance has come to seem the normal and appropriate decision-making process by many presidents, boards, and faculty members. But, as Birnbaum notes, a "strict legal interpretation" of most institutional charters would give boards total authority (1991).

In historical perspective, what we might call the "heyday" of shared governance appears to have been fairly short, lasting roughly fifty years. Following its first appearance in the 1890s, it came into prominence in the 1920s and began to fade in the 1970s. In fact—and ironically—while shared governance has come to be widely regarded as the norm, many observers of higher education have argued that this model is no longer practically viable at all. To begin with, it doesn't represent what actually happens in most institutions—shared governance really only exists at a few elite colleges and universities where faculty are particularly powerful. Further, it ignores the adversarial nature of decision making inherent in a major new governance structure, collective bargaining. And it fails to account for the many external forces—financial, demographic, political, and technological—now bearing down upon higher education (Mortimer and McConnell 1979).

Indeed, it's hard to see how the climate for shared governance could improve, given current trends. For instance, approximately 40 percent of the colleges and universities in this country now have collective bargaining agreements, which typically prevent faculty from participating in administrative work, a category that often includes governance. Further, most institutions—especially large universities—have become increasingly fragmented, with faculty and students separated among various interest groups and unfamiliar with the sort of participatory culture that shared governance requires.

2) A History of Responsiveness

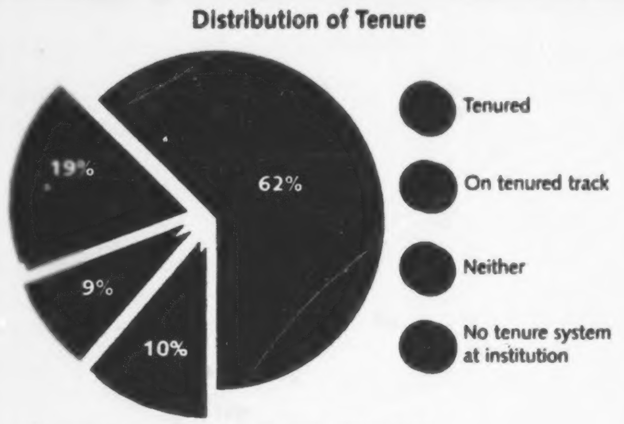
As late as the 1940s, 70 percent of public colleges and universities reported to their own governing boards, an arrangement that allowed them to be fairly quick to respond to external pressures. For example, during the First World War, local boards were able to accommodate national demands to train military officers on campus. In other countries, by contrast, centralized bureaucracies were responsive in theory, but slow moving in practice.

However, when enrollments increased in the 1950s, and with the ensuing creation of new institutions such as community colleges, states were compelled to create larger systems of oversight, which brought many more stakeholders into the decision-making process. And even private institutions were affected, since the advent and increase in federal student aid meant that they too became subject to federal and state regulations.

In short, the external presence in governance has steadily increased for more than half a century, as the public has come to expect greater involvement in institutional operations, to go along with its greater financial support. Thus, by the mid-1970s only 30 percent of public colleges answered solely to their governing boards.

Decision-making authority is now claimed by a number of constituencies (Berdhal 1991). For instance, state legislatures are increasingly using budget allocation as a means of bypassing formal governance processes. Alumni now commonly expect that a large gift to an endowment will entitle them to have a say in campus policies. The federal government, for its part, influences governance indirectly, as when affirmative action guidelines set parameters on campus admissions policies. And accreditors and associations, too, have some influence, since they define the requirements for certain fields of study and help to shape larger debates about educational priorities (Westmeyer 1990).

In theory, legislatures, alumni, and others could work in conjunction with faculty, boards, and administrators, but in practice they rarely do so. Thus, governing boards and college and university presidents now find themselves not simply asked to respond to public interests but—in the case of some public systems—squeezed out of decision making at an alarming level.



Source: 1999 American Faculty Poll, NORC and TIAA-CREF.

3) A History of Efficiency

Historically speaking, colleges and universities in the U.S. have been fairly efficient and flexible organizations, acting swiftly in response to the direction of their local boards. In the 1700s, those boards did not often call upon the expertise of faculty and staff, but a system of shared governance did eventually evolve, one that balanced efficiency with the need to solicit input from key players.

Over the twentieth century, though, campuses grew in size and complexity, sprouting large financial and facilities operations and student affairs divisions. And as these internal constituencies multiplied, there was an inevitable decline in efficiency, especially after the 1950s, when state systems entered the mix.

Meanwhile, business theory and public sentiment alike have come to regard efficiency as perhaps the key indicator of institutional health. And, simultaneously, the very definition of efficiency has changed. The term once referred to local decisions that met local needs—now it refers to processes that are standardized (e.g., decisions are said to be "efficient" if they are uniform) and centralized (e.g., state level decision making is preferred to local governance) (Mortimer and McConnell 1979).

In summary, over time there has been a growth of external influences, a move away from shared governance, and a modification and expansion in the concept of efficiency. These trends are interrelated, of course: the growth of external influences is coupled with institutions trying to alter decision-making processes that were designed to be internally oriented. The lack of participation, among faculty in particular, is related to a move away from the tradition of shared governance. The growth in external constituents problematized a long established system of efficiency, making it more complex, layered, and bureaucratic. In short, change in one area may place strain on another.

Current Tensions

For the last two decades, research has consistently shown that very few people think that campus governance is working effectively (Kezar 2000). Faculty, students, and staff complain that their voices are no longer being heard; administrators believe themselves to be hampered by unwieldy consultation processes; and trustees accuse campuses of failing to respond to emergencies or to take advantage of opportunities (Schuster 1989). According to a 1991 study by Dimond, roughly 70 percent of the nation's faculty and administrators agreed that new governance processes were needed.

As Benjamin and Carroll (1996) have argued, we no longer have to ask ourselves whether shared governance should be modified; the question is *how*. It is important to understand, though, that shared governance is not itself the problem. In fact, the democratic system of decision making at American colleges and universities has served as a model worldwide. The challenge is not to abandon this heritage but to find ways to adapt it to the current context.

1) Problems of Participation

Of the three core principles of academic governance, participation is currently in the greatest jeopardy, threatened especially by the adoption of corporate-like management strategies, which tend to exclude faculty from decision-making roles.

Faculty participation in governance has been in decline since the mid-1970s (Williams et al. 1987), and faculty have long tended to define their allegiances to their disciplines rather than to their institutions (Kezar 2000; Schuster and Miller 1989). But some recent trends have compromised their participation even further.

First, part-time faculty employment has roughly doubled over the last twenty years—especially in English, History, Modern Languages, and Mathematics—and we have also seen the emergence of various other non-traditional teaching roles, such as the contract faculty position. This trend is already having an impact on governance (Kezar 2000). As more and more colleges move to such arrangements, large numbers of faculty will no doubt come to see their institutions as temporary job sites, rather than as communities requiring their services.

Second, faculty reward structures have given less and less emphasis to campus governance—if anything, service to the surrounding community and nation have been given higher priority. And while many reformers have called for changes in faculty reward systems, contributions to institutional decision making have proven to be especially difficult to document (Kezar 2000).

Another dilemma has to do with the massive turnover of faculty expected in the coming years—we are likely to see 340,000 new faculty appointments, representing approximately 40 percent of the professoriate, by 2005 (Finkelstein et al. 1999). Senior faculty members are vastly overrepresented in decision-making roles, and few of them have had the opportunity to recruit or socialize new leaders, since a twenty year lull in hiring has created a faculty generation gap.

2) Problems of Responsiveness

Over the past four decades, colleges and universities have faced increasing external demands (Berdhal 1991; Birnbaum 1991; Kezar 2000). For instance, they are now expected to serve business and industry, provide inventions that fuel the economy, improve their communities, and promote democratic values for a diverse society, even as the student body becomes larger and more diverse, the legal environment becomes more complex, and funding levels decline (Kezar 2000). These sorts of environmental demands place enormous strain on institutional leaders to make difficult decisions in a timely manner.

Further, according to Dill and Helm (1988), the very "substance of governance has changed." They note that traditional "maintenance" decisions (such as allocating budget increases and modifying the curriculum) are being replaced by difficult, high-stakes "strategic policy-making" decisions (such as prioritizing among existing programs, deciding among new program opportunities, and reallocating shrinking budgets).

External pressures create a threefold dilemma. First, current decision-making systems (e.g., academic senates) were simply not created to cope with these types of high stakes decisions (Schuster et al. 1994). Faculty senates tend to operate through collegial sorts of interactions, but deliberations about closing a school, for example, tend to be anything but collegial.

Second, it is unclear whether these external challenges always merit a response. For instance, the decision to suspend normal operations during the First World War turned out to be a significant mistake, moving colleges and universities too far away from their core mission. The lesson was heeded during the next war, when campuses offered to provide foreign studies and language programs rather than turning themselves into boot camps. It's often the case that a measured response is appropriate, but campus leaders increasingly find it difficult to say no.

Third, the sheer number of competing external priorities is quickly making it difficult to have the sort of informed and sustained discussion that governance has traditionally required. And as those priorities range farther and farther away from the familiar topics of campus life—venturing, for example, into matters of regional economic planning, global trade, and intellectual property rights—faculty and even administrators are becoming aware that they lack the expertise necessary to make good decisions.

3) Problems of Efficiency

In order to respond more quickly to external challenges and opportunities—and to compensate for shrinking participation—many institutions have adopted some form of centralized, hierarchical administrative oversight, which tends to measure quality by the speed of decision making, even more so than by the results.

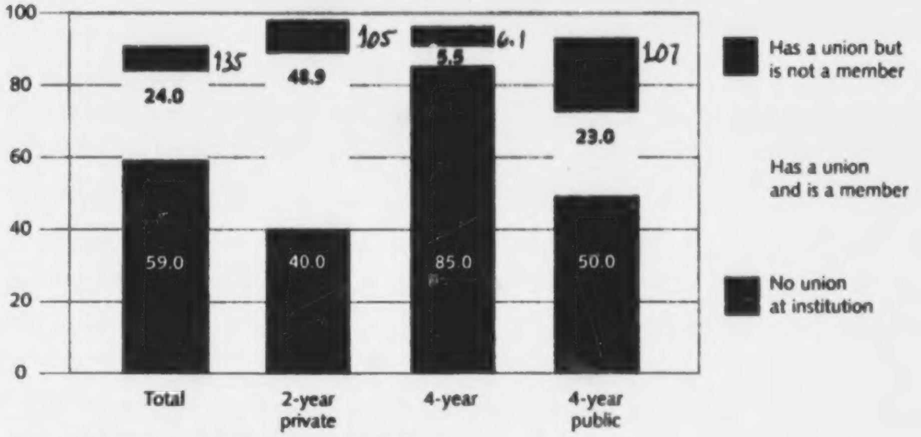
In theory, such corporate approaches should allow for quick and flexible responses to various new challenges, such as managing the growth of certificate programs, distance education, and global interchanges, all of which require timely resolution, and all of which are supported by powerful external constituencies.

However, the research on "corporate-like" approaches has tended to reveal problems such as lowered morale, interpersonal and organizational conflict, and loss of institutional values and integrity (Sporn 1999). Further, many administrators, committees, and even board members continue to lack the data they need to make good decisions (Dimond 1991), not to mention a clear sense of objectives, expectations, and roles (Schuster 1994). Finally, as colleges and universities are asked to respond to more and more demands, and as their missions come to stretch their capacities, administrators become increasingly concerned about their own capacity to set priorities.

Meanwhile, administrative turnover is increasing, and most campuses are increasing the number of committees assigned to governance tasks—both of which have the effect of putting people into leadership positions for which they are not prepared.

In sum, while the challenges of efficiency lie mostly within the sphere and control of the campus itself—unlike issues of participation and responsiveness, which are often determined from outside of higher education—few institutions have in fact succeeded in making themselves more efficient. And this has been true even for those that have adopted the corporate world's proven strategies, such as setting clear objectives and expectations, coming to precise

Distribution of Faculty Union Membership



Source: 1999 American Faculty Poll, NORC and TIAA-CREF.

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agreements on committee roles, and defining priorities.

The Future of Governance

The new century will perhaps bring with it new forms of academic decision making, just as the last century saw the emergence of shared governance, the growth of campus senates, and the emergence of statewide boards—none of which could have been predicted one hundred years ago.

Whatever happens, though, shared governance is unlikely to disappear entirely, either in theory or in practice, given that the principle of democratic participation is so deeply embedded in academe. It could even be redefined or expanded to include groups such as alumni and community members—historically, after all, higher education has seen a recurring negotiation of power among constituencies, mirroring the social and political shifts of the larger society. However, it does seem probable that faculty's relative involvement and perhaps power in governance will continue to decline as more institutions unionize and as part-time and contract faculty grow in numbers.

As for external responsiveness and internal efficiency, it's a little harder to predict even the short-term trends. Some commentators believe that relatively independent "charter colleges" might come back into fashion, replacing large state systems that appear to have become unwieldy (*Chronicle of Higher Education* 2000). Or perhaps campus leaders will manage to reclaim the public trust by using novel approaches, such as electronic institutional portfolios, meant to publicly document campus operations.

Another idea currently gaining support is to concentrate campus decision-making power in a joint governance committee, consisting of individuals who *represent* the administration, faculty, students, staff, and other parties. This sort of system might allow for the participation of key constituencies without requiring that large numbers of people become involved, and without becoming too distanced from local needs (Keller 1983).

Whatever structures emerge, the challenge is ultimately to balance the traditional principles of participation, responsiveness to the environment, and efficiency. In the meantime, though—and in order to give campuses an opportunity to find this balance—higher education's external constituents will need to become more aware of the strain created by their constant demands and political interests. And colleges themselves will have to restrain their own entrepreneurial drive to compete, in order to assure that they serve societal needs and that they deserve the public trust. ■

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Reconciling Corporate and Academic Cultures

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WHILE *DILBERT* MAKES US CHUCKLE at corporate fads run amok and *Doonesbury* provokes knowing smiles with its satiric jabs at "Walden University," few faculty or administrators find much to laugh about when corporate values collide with academic traditions on their own campuses. These two very different cultures—one favoring competition, strategy, and outcomes, and the other prizing independence, reflection, and process—often seem to be locked in a bitter struggle to determine the character of higher education.

This tension is bound eventually to resolve itself, one way or another. Either the relationship between corporate and academic cultures will decay to the point where institutional gridlock becomes the norm, or colleges and universities will find creative ways to bring those cultures into partnership.

Changing Nature of the Enterprise

Shared governance has become increasingly complex as more and more external constituencies demand that higher education respond to their interests. Parents want to know what their money will buy; students and employers insist on a connection between college and career; and legislators demand efficiency, even if this means micromanaging the public universities. Pressured by rapidly changing legal, social, economic and technological environments, campus administrators no longer fully trust cumbersome internal governance processes. At the same time, faculty expect to be consulted about key decisions that affect their futures.

Adding to faculty anxiety about their centrality to the institution's mission are the new directions taken by many governing boards. Recognizing that today's volatile and competitive environment requires savvy and innovative leadership, boards increasingly are turning to business leaders and government officials, who they believe know something about navigating conflict and who share their sense of the urgent need to respond to changing conditions.

For example, after completing their terms with the Clinton administration, Donna Shalala and Lawrence Summers were both tapped for high-profile university presidencies. While such public figures account for only a small minority of appointments, the implications are not lost on faculty observers. Clearly, each had a distinguished record in academe before entering government. Yet, the language they now use, the time frames under which they hope to bring about change, and the assumptions they make about the locus for change in organizations may well collide with traditional academic values.

Moreover, as campuses take on additional public service responsibilities—all of which require new regulations and financing formulas—fewer and fewer faculty are willing or able to manage them. Thus, a cadre of mid-level managers has emerged to handle a wide variety of entrepreneurial activities such as distance education, continuing education, executive training, business incubation, and economic development. It is no surprise that faculty wonder if these new initiatives will detract from traditional academic programs and student services.

Faculty-led budget allocation committees frequently bemoan the loss of teaching positions to this administrative growth, and they demand to know whether the activities will produce a predictable revenue stream or be a drain on campus resources. Further, they tend to resent the clumsiness with which some of those business-trained managers pursue their goals—scheduling faculty to deliver programs that they had no part in designing and measuring success by revenues rather than academic integrity.

Not all faculty members choose to demean corporate values; even as they protest the "selling" of the campus, some have become quite fluent in the language of risk capital, incentive systems, and revenue sharing. Yet, given their increasing exclusion from decision making, it is no wonder that many faculty retreat from campus reforms, become sideline critics, assume a skeptical posture, and demand to know, "What's in it for me?".

The Struggle for Community

The cultures involved in this collision appear to be well entrenched. But it is not just the difference in cultural norms that has created the tension. Growing evidence suggests that there is simply not enough communal engagement to create positive campus environments. Even those who expect to have shared values cannot venture across the cultural divide. Faculty often feel little connection to their own colleagues and even less to the institution. Administrators pulled in different directions just try to keep up with endless demands. Perhaps because schedules are tight, workloads are heavy, and the likelihood of success is uncertain, the important work of building professional relationships is often ignored. Yet, the very thing that might bring these diverse cultures together is the development of positive relationships.

> Members of the academic culture are increasingly isolated both from each other and from the administration.

The political scientist Robert Putnam (1995) has pointed to a weakening of relationships in all areas of our society. He notes, for example, that more people bowl than ever before, but fewer participate on teams. Similarly, fewer and fewer people hold memberships in local service organizations, like the PTA or Rotary Club. Much of the difficulty, he concludes, lies in our lack of interest in connecting with others who inhabit a shared community.

In university life, we see this phenomenon in faculty forums that are poorly attended, departments that have difficulty filling committee slots, administrative requests that go unheeded, and complaints that institutional initiatives are an additional burden. The net effect is that members of the academic culture are increasingly isolated both from each other and from the administration. And as this isolation deepens, members of these two cultures become more and more suspicious of one another's motives.

As this capacity for relationships declines, virtually every campus initiative—no matter the topic, and no matter who sponsors it—becomes an opportunity to question ethics, goals, processes, or fairness. With this constant potential for stalemate, our institutions lose the vitality necessary to adjust to changing circumstances. To heal this rift, both sides must believe that collaborative relationships are worth building and nurturing.

The sociologist James Coleman uses the term "social capital" to describe the ability to establish and maintain the relationships that allow people—whether in an organization, a culture, or a nation—to achieve common and important goals and objectives. Like money, social capital has functional value and can be earned and spent. As groups go about their daily business or respond to new challenges, they inevitably build up and draw upon their reserves of social capital. Keeping the account in the black requires a continuous effort to cultivate relationships.

Relationships, seen from a social capital perspective, are composed of two elements: obligations and expectations. When individuals enter into relationships, they develop a set of expectations about how the relational partner will behave. In healthy relationships, we expect reciprocity, support, and honesty. At the same time, relational participants also incur obligations, which in a university setting include teaching effectively, creating new knowledge, and serving the community.

In colleges and universities, social capital is enhanced when administrators agree to replace some old corporate values and behaviors—such as hierarchy and the control of information—with meaningful efforts to promote teamwork, empowerment, and openness. Similarly, social capital grows when faculty are willing to give up some of their autonomy in order to take on shared institutional responsibilities.

Making Social Capital a Priority

In higher education, social capital deserves to be valued just as highly as any other asset, such as money, materials, or expertise. The creation and maintenance of social capital needs to be handled strategically, just like the planning of budgets, the designing of buildings, or the hiring of staff.

Where relational capital is abundant, administrators can call upon faculty to actively participate in and contribute to important institutional initiatives. In turn, faculty can expect administrators to take their ideas seriously and respond to their needs with real support. The expectations and obligations that have been established on both sides create a complex web of relationships. When created over time and nurtured carefully, the connection and commitment builds community.

In order to help solidify interdepartmental collaborative relationships, some institutions have borrowed strategies from the corporate sector, such as "continuous quality improvement" and "working teams." Thus, small groups of faculty are getting together in and across departments to talk about teaching and learning. While these discussions are intended primarily to result in curricular changes to improve program delivery, the process is also designed to establish ongoing interdepartmental linkages.

This is precisely the process now being encouraged by the Southern Association of Colleges and Schools (SACS) in its pilot reaccreditation initiative. This project mandates that each institution design a Quality Enhancement Plan (QEP) to systematically move the university forward without substantial infusions of new resources. Since the QEP should affect every aspect of the university, all constituencies must be represented in its development. Deep involvement in the planning and improvement process assures that faculty and administrators accept ownership of the institution's mission, goals, and outcomes.

Another common approach to building social capital involves the evaluation process. Although faculty have often criticized an emphasis on accountability as being too "corporate," some new strategies are both suitable to the academy and seem to promote a greater sense of community. In one model, individual faculty are evaluated not merely on their individual performance but also on their contributions to fulfilling the missions of their units and their institutions.

Building Trust

While we give emphasis to working together, planning, and measuring success, we know that these processes can only be sustained if there is a foundation of openness and trust, such that individuals feel meaningfully connected to the larger institution. In difficult times, especially, there is a pressing need for open and frank communication between administrators and faculty about both internal conditions and external realities. Faculty must be privy to as much information as possible, and they must feel free to engage in discussions and debates about the direction of the institution, both in private meetings and in open forums.

At the same time, faculty need to be well informed on administrative matters that affect the health of the institution—such as budgets, pending legislation, and mandated reforms—and administrators must be equally well informed about the day-to-day routines that define academic life—including research challenges, teaching innovations, and new issues in student life. Both groups must seek arenas for interaction where relational work can occur that will build a productive and useful set of obligations and expectations that benefit everyone.

This kind of effort is time consuming, and it adds to the already impossible demands that face many faculty and administrators. And yet, this kind of work must become a priority if governance is to avoid an unending series of collisions, misunderstandings, and missed opportunities. In the end, however, while formalized events and processes are an important part of a university's development, the issues surrounding the development of social capital run deeper. To sustain the academy in changing times will require finding arenas for interaction that are neither constrained by task or time nor linked to ensuring the success of a specific initiative. Over time, it's the small-scale efforts at relationship building—activities where the main purpose is simply to foster connection itself—that will create the trust necessary to make shared governance work.

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The Search for Common Ground on Academic Governance

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This text below is excerpted from "Are We Speaking the Same Language? Comparing AAUP & AGB" *Liberal Education (85.4): Fall 1999.*

First Principles of the AAUP Tradition of Shared Governance

The American Association of University Professors (AAUP) shared governance tradition is inextricably tied to the university's unique mission of both creating and disseminating knowledge, academic freedom, and peer review. As the American tradition of academic freedom evolved over the course of this century, university employers, acknowledging the university's unique mission of creating and disseminating knowledge, granted rights of exceptional vocational freedom of speech to teachers in teaching, research, and extramural utterance without interference, on the condition that individual professors meet correlative duties of professional competence and ethical conduct. The faculty, as a collegial body, also assumed the duty of peer review to enforce obligations to be met by individual professors, and to defend the academic freedom of colleagues. It is this tradition of academic self-governance in peer review of professional competence and ethics that is the linchpin of academic freedom in the United States.

The early leaders of the AAUP accepted the legal and political impregnability of the college charters and employment law that dictated lay, not faculty, control. They proposed the idea of administrative restraint. In the AAUP's 1915 Declaration of Principles, they called for faculty participation in the prosecutorial and judicial processes of the university. This is the concept of peer review discussed earlier.

There remained unaddressed many other types of decisions that directly affected the knowledge creation and dissemination missions of the university. To address these decisions, later AAUP documents over the course of this century softened the idea of board legal control into a concept of shared governance in administrative decision making. Shared governance concedes that the governing board is the final institutional authority by law but urges the governing board and its administrative agents to share the authority with the voting faculty regarding matters central to the research and teaching missions.

The practice of shared governance is a corollary of the concepts of academic freedom and peer review. Shared governance on matters of curriculum is . . . a necessary condition for effective peer review, academic freedom, and the mission of the university to create and disseminate knowledge.

One Model Does Not Fit All In Shared Governance

The AAUP model of shared governance is based on institutions with a substantial mission of creating knowledge and teaching the discipline of dissent, but the AAUP advocates the model for all of higher education, including community colleges. The Association of Governing Boards (AGB) template of institutional governance acknowledges only that higher education has "a special mission and purpose in a pluralistic society," without reference to the university's knowledge creation and dissemination mission and the mission's relationship to academic freedom, peer review, and shared governance.

Both sides should move toward the design of governance models appropriate to the mission of particular subsets of institutions within the universe of higher education. For example, to the degree that the mission of a community college is far more closely aligned with the teaching mission of secondary education than with the knowledge creation mission of research and doctoral granting universities, governance structures should be designed to reflect these differences. The academic profession, governing boards, and administrators all share fiduciary commitments to fulfill the public trust in seeking, discovering, and disseminating knowledge. Education in academic tradition, academic freedom, peer review, and shared governance is the single most important step for each group to undertake. From common understanding, common ground will follow. ■

Comparison of AAUP Shared Governance Tradition* and 1998 AGB Institutional Governance Statement

TYPE OF DECISION	ALLOCATION OF RESPONSIBILITY IN AAUP TRADITION	ALLOCATION OF RESPONSIBILITY IN 1998 AGB STATEMENT
1. determination of mission	The governing board and its administrative agents have primary responsibility for these decisions, but the decisions should be informed by consultation with voting faculty.	The governing board has ultimate responsibility to determine the mission in consultation with the chief executive.
2. strategic decisions an comprehensive planning		The governing board is responsible for establishing strategic direction and comprehensive planning although the board should work towards a consensus or understanding on the part of stakeholders. (The full-time faculty is one principal stakeholder along with non-academic staff, part-time faculty, and students.)
3. physical and fiscal resources 4. budgeting and distribution of funds		"The governing board should set budget guidelines concerning resource allocation on the basis of assumptions, usually developed by the administration, that are widely communicated to interested stakeholders and subject to ample opportunity for challenge."
5. decision to create a program, department, school, college, division, or university		The governing board should reserve the right to ratify proposals to adopt major new academic programs.
6. decision to declare financial exigency		The governing board should first consult stakeholders and describe the analysis which led to the ultimate determination.
7. selection and assessment of the president and deans		Governing boards have the sole responsibility to appoint and assess the chief executive. Assessment should be in consultation with other stakeholder groups, as the board may deem appropriate.
8. curriculum 9. procedures of student instruction 10. standards of faculty competence and ethical conduct including faculty appointments and faculty status	The voting faculty should have primary authority over decisions about such matters—that is the governing board and administration should "concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail."	Curricular matters and decisions regarding individual faculty appointments, promotions, and contract renewal would normally fall within the delegated decision-making authority of appropriate faculty and administrative entities.
11. policies for admitting students 12. standards of student competence 13. maintenance of a suitable environment for learning		Not mentioned specifically but presumably fall within the framework immediately above.
14. judgments determining where within the overall academic program terminations for financial exigency should occur 15. bona fide decisions to discontinue a program or department of instruction when no financial exigency is declared		The governing board should ask the administration to create a process for decision making that includes full consultation and full communication with stakeholder groups.
16. classroom (and other) teaching activities 17. research	Individual professor has primary authority over such matters subject to peer review for competence and ethical conduct, and ultimate review by the board described immediately above.	Not mentioned specifically except the following, "Just as administrators and boards should respect the need for individual faculty members to exercise academic freedom in their classrooms and laboratories, boards should avoid the temptation to micro manage in matters of administration."

From the AAUP's 1966 Statement on Government of Colleges and Universities plus the 1957 Recommended Institutional Regulations on Academic Freedom and Tenure.

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Divided We Govern?

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IN THIS ESSAY, I DISCUSS TWO SIGNIFICANT PROBLEMS facing academic governance in the contemporary era. I portray each as a chasm that divides the campus, and I argue that institutional leaders, with help from higher education researchers, can succeed in bridging those chasms if they strengthen their collaboration with faculty.

First, though, I want to clarify the spirit of my proposals and to emphasize their urgency. Over the past decade there has been an unfortunate drift in attention away from the internal functioning of academic governance. In response to heightened demands for accountability and increased mandates for performance assessment, many campus leaders have focused their attention outward, scanning the larger political environment and struggling to respond. While this shift in priorities is understandable, the result is that some important campus dynamics have been neglected.

When internal dynamics have remained in the spotlight, the tendency has been for off-campus critics, sometimes joined by campus leaders, to offer harsh criticism. Colleges and universities of all types have been condemned for their inertia, inherent inefficiency, or resistance. Faculty have been cast as either the problem or the obstacle to the solution (Gumport 1997). They have been derided as unproductive and self-interested; their self-governance practices have been labeled ineffective and at times even obstructionist.

According to prevailing management theories that prize speed and adaptability, the prescription for such problems is to bypass traditional governance structures and consultation processes—only thus, it's said, can leaders make swift decisions and much-needed changes. For instance, one popular way to facilitate strategic planning has been to create ad hoc committees, which are assumed to be more efficient than more deeply entrenched decision-making bodies (Keller 1983). As such approaches become commonplace, however, they threaten to displace faculty's expertise and professional authority (Schuster et al. 1994). Simply put, the locus of control for academic decision making and priority setting moves out of departments, a shift that can be detrimental to faculty morale.

Why Focus on Collaboration?

As many observers have noted, the past decade has seen the rise of powerful external "drivers of change" in higher education (Mingle 2000). On some issues, the locus of control has even shifted off campus entirely—especially for public universities, which face increased involvement of state officials and initiatives from activist boards (Hines 2000). From California to New York, we have recently seen mandates for programmatic restructuring (Gumport and Pusser 1999; Gumport and Bastedo 2001) and pressures for institutions to adopt year-round calendar operations, distance-learning programs, and mechanisms to assess student outcomes—all of which have educational implications that could clearly benefit from faculty input.

Of course, faculty members tend to be quite critical of their exclusion from these decision-making processes. After all, generations of faculty have been socialized in the ideal of shared governance, and they have long taken for granted certain prerogatives, such as the right to active participation—or at least consultation—in academic decisions.

My concern is that today's universities are rapidly coming to disappoint—and tomorrow's may ultimately disillusion—the talented faculty that we desperately need to recruit and retain. In short, I see an urgent need to discuss not only how our institutions may be sustained within a turbulent economic and political context but also how we may sustain them as intellectually viable and attractive places for academic work.

Given these concerns, and in the context of recent higher education research, I see two potential improvements to internal campus dynamics: to bridge the chasm between management and governance, and to bridge the chasm between individual and collective interests.

The Tension Between Management and Governance

The divide between academic management and governance has been characterized by scholars as a tension between bureaucratic and professional authority (Etzioni 1964), between planning and governance functions (Schuster et al., 1994), and between corporate and collegial modes of decision making (Gumport 1993).

Whichever lens we prefer, though, several recent studies have brought to light the complexity of these dynamics, including the need to more effectively manage the cultural aspects of change in college and university governance. Prominent works include, for example, Schuster et al.'s (1994) *Strategic Governance*, Leslie and Fretwell's (1996) *Wise Moves in Hard Times*, Clark's (1998) *Creating Entrepreneurial Universities*, and Tierney's (1999) *Building the Responsive Campus*. As these titles suggest, such change is unlikely to be accomplished through sheer will or blunt instruments. Given inherited and well-institutionalized collegial norms for shared governance, the challenge for campus leaders is to reconcile the need to act decisively with the need to do so wisely.

Each of these studies is also instructive in diagnosing several internal organizational challenges, including marked fragmentation, an absence of a working consensus, and ambiguity over jurisdictions of authority. Campus leaders have no choice but to forge ahead in spite of value conflicts that are explicit and not easily reconciled. But, even if they do have the managerial authority to make real changes, and even if they are unusually successful in pushing their agendas forward, the management/governance divide will likely remain.

The heart of the matter is that faculty treasure professional autonomy, and they expect jurisdiction over the academic domain.

From the perspective of academic managers, it seems irrational that faculty would have negative responses to perfectly well-intentioned efforts to improve coordination and academic quality. From the other side of the chasm, however, things look very different. Faculty suspect that new administrative mechanisms will be used to assess their work, and ultimately to redefine the terms of that work, as well as to replace decentralized decision-making practices with centralized authority.

It may be helpful to recount, in a few brush strokes, how the rise of academic management has been facilitated by faculty ambivalence toward shared governance. According to George Keller (2001), who draws upon the earlier work of Walter Metzger, it was not until the early decades of the twentieth century that American professors moved beyond their independent pursuits and

> began to assert themselves as partners with trustees, presidents and deans in governing, pressing hard for shared governance to codirect their institutions....Reaching its zenith in the late 1960s and into the 1970s, shared governance became less attractive to faculty, who grew disaffected with it once they realized how time consuming and contentious (even politically nasty) administration could be.

Meanwhile, higher education saw a great rise in the numbers of full-time, non-faculty personnel and academic managers. For this group, of course, the problem with traditional faculty governance was that it seemed unduly slow and could frustrate their efforts to move forward with campus initiatives, such as efforts to streamline budgeting, hiring, and program review practices. At the same time, some faculty began to perceive that the domain left for their governance didn't deal with anything really important.

By the 1980s, according to Keller, faculty retreated even further from a commitment to governance, as they simultaneously expressed frustration over the increasingly bureaucratic practices of their institutions. As changing economic and political conditions produced resource fluctuations, campus managers turned their attention to cost cutting in the name of efficiency. Moreover, technological advancements enabled the creation of centralized information systems, greatly expanding their capacity to monitor the detailed workings of even the largest and most decentralized of universities.

By the end of the 1990s, Keller (2001) concludes, most American professors, particularly at elite universities, had come full circle, embracing the sort of independence that was common a century ago. Faculty members generally like to think of themselves

> as independent semi-profes-

sionals, free to lecture or consult off campus, conduct research instead of teach, and own a business on the side; they see their time as their own, not belonging to their university; they do not regard themselves as employees, although everyone else in the institution is regarded as such.

Based upon Keller's account, it seems entirely predictable that faculty today would resist administrative controls that treat them like employees or skilled workers. The heart of the matter is that faculty treasure professional autonomy, and they expect jurisdiction over the academic domain, particularly with regard to the appointment and promotion of academic personnel, the restructuring of academic programs, and the decisions as to what and how students need to learn. While faculty may complain about the time involved in meeting these responsibilities, they strongly believe them to be theirs. Moreover, faculty tend to be aware of a decline in the public's trust in them as professionals, which has occurred alongside a rise in enthusiasm for managerial initiatives.

With this in mind, a key challenge for campus leaders is to face the potential downside of the entrepreneurial spirit that is so highly valued today, including the ways in which competition can erode a sense of community and demoralize faculty who do important educational work, but who are not the big revenue generators. It is possible that campus leaders can attend to their organization's vital integrative needs, to enhance collegial practices alongside managerial ones, and to address directly the expectations of faculty who may already be disillusioned. The failure to do so would lead predictably to increased faculty distrust and resistance to the very initiatives that might allow the campus to thrive amidst changing conditions.

The Tension Between Individual and Collective Interests

Noting the inseparability of academic settings from broader economic, political and cultural changes, higher education researchers often find it valuable to regard the campus as a microcosm in which broader societal tensions are played out. Among those tensions, one is especially prominent in this era: the fundamental divide between individual and collective interests.

As I have seen in my own research on academic restructuring in public higher education, this tension is manifest within the campus in several ways (Gumport 2000). It arises when faculty members try to get what they can from their institutions, rather than trying to serve them. It is present when the more cosmopolitan of faculty members choose to neglect curriculum planning in favor of their scholarly pursuits. And it is evident in the arm-twisting that is often required to appoint new department chairs, deans, or committee leaders.

We see it especially when there is competition for scarce resources, as when academic units hunker down to protect their turf from downsizing and restructuring, whether or not the collective good depends on consolidation. Under such conditions, any proposed change is viewed as a potential loss. At the system level, we see it when an institution demands new faculty billets or academic programs in spite of budgetary or political constraints. Finally, we see it at the level of governing boards when special interests clamor for attention, or when trustees fail to act in accordance with the AGB's mandate to "serve the institution or the system as a whole and not any particular constituency or segment of the organization."

The basic challenge, here, is one that has often been explored by economists, political scientists, philosophers, and sociologists: how do we get from *yours* and *mine* to *ours*? This is a question that is certainly amenable to research. Scholars in various disciplines have studied, for example, the nature of incentives, coalitions, personal choice, and institutional commitment. Yet, for some reason, the topic of academic governance has eluded their careful analysis.

As a starting point, the question is: what would it take for campus leaders to draw others into a more explicitly collective enterprise? It is certainly feasible to anticipate which proposals will provoke apathy or spark a prolonged contest. In this context, it is possible to move discussion up a level from what is often reduced to platitudes about social obligation (e.g., "It's time for the faculty to give back—after all, whose university is it?"), vague appeals to balance and fairness ("We all need to be heard"), and fuzzy references to a mythic academic community ("We're all in this together"). What is called for is more meaningful debate that specifies pressures and tradeoffs along with hopes for the future.

Enhancing Shared Ownership

Campus leaders today have a critical opportunity to enhance the sense of shared ownership on their campuses. I found evidence of this potential among college and university presidents whom I interviewed during daylong focus groups in the summer of 1998 (Gumport and Dauberman 1999). As one might expect, these discussions surfaced many frustrations about the task of managing in the face of heightened public scrutiny and demands to demonstrate accountability. My research affirmed prior research that found many presidents seeing their job as "impossible," full of responsibility but lacking in authority (Birnbaum 1989).

However, I also heard something

new. Presidents discussed their own agency, specifically their potential to reshape expectations for and within their institutions. They were largely optimistic, for instance, that they could cultivate a demand for the enduring academic strengths in their programs; that they could speak for the long term public interest and provide a moral compass (particularly in urban settings); and that they could convey to external stakeholders that it is possible to move internal campus norms toward an improved form of academic resource sharing.

I think it is noteworthy that public university and college presidents also expressed the willingness—even a sense of obligation—to speak out as advocates for the public value of higher education, although some anticipated that critics would view them as self-serving. (How powerful is the individualism in our contemporary society, where the presumption of self-interest is used to dismiss academic leaders who intend to speak for a broader collective interest!)

This raises obvious questions about the role of trustees, as well, whether they will act independently or in concert with campus presidents. For example, in what ways can or should trustees attempt to reshape environmental pressures or cultivate constituencies to support their campuses? To what extent can or should trustees legitimately and effectively speak for the whole, regardless of whether they are dismissed by stakeholders of opposing viewpoints?

Bridging the Chasms

There is, I think, much that researchers still do not understand about how campus leaders can most effectively reconcile institutional legacies with today's market forces (Gumport 2000). At the same time, there is tremendous potential for campus leaders themselves to be pioneers in developing intentionally collaborative initiatives. This is not meant to impose another layer of expectations on an already full agenda of managing environmental complexity. Rather, my point is to suggest that presidents, deans, and other academic leaders can be supported to deal head-on with these internal campus dynamics, in order to give faculty opportunities to be informed, to participate, to consider the dilemmas of the whole enterprise, and to offer potential solutions.

Given that this is an era in which critics presume higher education to be "self-indulgent, arrogant, and resistant to change" (Rhodes 1998), the bold actions of campus leaders can contribute evidence to the contrary. As evidenced by the research mentioned above, we in the academy already know that there is much thoughtful reflection among campus leaders. They carefully consider how to reconcile multiple and, at times, conflicting environmental pressures, how to weigh the merits and liabilities of alternative responses, and regarding questions of how to improve their stock of legitimacy with various stakeholders. Some visible initiatives by presidents and some demonstrated successes in working collaboratively with faculty may offer a valuable empirical counterpoint to widespread criticism of higher education. These bold moves would simultaneously provide some insights to others who seek to effectively bridge the persistent chasms that divide our academic landscapes.

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Rethinking the Structure of Shared Governance

by Roger G. Baldwin, Professor of Education and David W. Leslie, Professor of Education
both of the College of William & Mary

ANY REGULAR READER OF *THE CHRONICLE of Higher Education* is aware of the increased role of government, the "market," and private or corporate funding in reshaping the missions of colleges and universities, adjusting their institutional priorities, and setting their action agendas. How are these forces affecting the status of shared governance systems? Are these systems facing their demise or do they merely need tune-ups? The redistribution of power and influence in the shared governance process certainly raises questions about the system's overall health and causes some faculty to question the value of their participation in it.

Despite these challenging circumstances, we are convinced that some form of shared governance will survive current pressures. Shared governance bodies fulfill important functions in higher education, and they are likely to stay in spite of the incessant grumbling they stimulate.

The current situation, however, does seem contradictory. On the one hand, faculty complain about the time and energy that shared governance takes, and they voice frustration about endless meetings that lead to few measurable results. At the same time, professors are reluctant to abandon their role in governance.

The problem is not the *concept* of shared governance but its *implementation*. On many campuses, the system has become overgrown, cumbersome, and unwieldy. It is time to rethink the structure of academic governance.

Reforming Standard Practice

We believe a better way to implement shared governance will emerge in the new century. For example, new communication technologies may enable institutions to address some governance issues through electronic open forums and referenda, rather than through conventional representative bodies. With effective ways to reach the entire institutional community or relevant interest group (e.g., the faculty) via electronic means, why burden a select few representatives of the community to voice concerns or set policy for an entire constituency? Certainly, experimentation with new approaches to shared governance is appropriate given the new communication tools that were not available when AAUP crafted its governance statement in 1966.

Alternatives to the highly segmented faculty and administrative structures in shared governance also deserve consideration. For example, Devin Thornburg of Adelphi University recommends, "We need to bring faculty and administration together at an earlier stage. . . than the old model of the administration acting and the faculty reacting" (Leatherman 1998). Joint administration-faculty membership on key committees and problem-focused task forces has the potential to promote more efficient and effective shared governance. Former University of Michigan President, James Duderstadt, carries this idea all the way to boards of trustees. He recommends placing professors on governing boards, arguing "a seat at the table would give [professors] authority along with accountability" (Leatherman 1998).

Implementing Structural Reform

How can we implement structural improvements? The forces of inertia frequently sap the strength of reformers, and the status quo usually prevails. Here we present one example of a successful shared governance reform effort as an antidote to this conventional wisdom:

The College of William and Mary in Virginia established a campus-wide thirty-six member Faculty Assembly in 1989. Its purpose was to give fair representation to the diverse faculty constituencies of the College (ranging from Arts and Sciences to Marine Science and Law) in a forum that could engage the College's administration and Board of Visitors in a meaningful dialogue on academic issues and policy development. The promise of the Assembly never fully materialized, however. The large body evolved into two distinct groups. One was a small (five member) "in the loop" executive committee that met regularly with key administrators and effectively functioned as the faculty's voice when tough issues had to be worked out quickly between the faculty and administration. The other was a larger "out group" that attended monthly meetings erratically and had few other clear responsibilities. Typically, executive committee members believed they were involved in important work of the College, while many other Assembly members felt ill informed and frustrated by an obligation they believed wasted their time and yielded few benefits to the institution.

Several years of discontent and deliberation led to a faculty-initiated proposal to reduce the Assembly's size to twenty members. The goal was to share the workload more equitably, engage all members in meaningful tasks, and improve the Assembly's overall operation. The jury is still out on the long-term outcome of the reform, but initial reports suggest morale is higher, members are more fully involved, and the Assembly is working better.

Concurrent with its own restructuring, the Assembly is reviewing the performance of the College's standing committees and assessing their continuing need. The objective of the review is to terminate any governance units that have outlived their usefulness or whose work could be assumed more efficiently by another committee. Ideally, this process will lead to a more effective governance structure at the College of William and Mary. It should also make better use of professors' most valuable commodity, their time.

As a supplement to its formal governance structure, William and Mary now employs electronic communication technology extensively to keep the community informed and engage various stakeholders in discussion of important issues. President Sullivan routinely distributes reports on developments in the state capital that affect the College's programs and budget. Likewise, a "Faculty Digest" e-mail "listserv" distributes Faculty Assembly agendas, draft policy documents, and important committee reports across the campus.

The point of these examples is to suggest that meaningful change is possible. Indeed, faculty will accept, sometimes even initiate, structural reforms that streamline the shared governance system. The key requirement is the belief that the reform will increase efficiency while improving deliberation and the policy development process.

Mend It, Don't End It

Despite their grumbling, faculty value the shared governance process. Otherwise, it would have disappeared long ago from campuses across the country. Although the shared governance patient is not dead, it needs immediate treatment (Kerr 1994).

Many steps are necessary to restore the shared governance system in American higher education to robust health. Adjustments to faculty workload, changes to the faculty reward system, and modeling good academic citizenship for new faculty are each part of the equation. Restructuring is an important element as well. A streamlined, more efficient governance system should help to raise faculty participation and morale by using their time more carefully. It should also help faculty participants to see more directly the impact of their service in the shared governance process. Strategic retooling of shared governance should also serve institutions better by engaging faculty members in a meaningful process where they believe their voices are heard and valued. Today's faculty fill numerous roles that compete for their time and energy. There is considerable evidence that they lose interest in governance when they believe their time is not well used or when there is evidence that their participation does not matter. Failure to implement structural reforms may encourage faculty to take more aggressive action, including unionization, to enhance their role in an evolving governance system (Leatherman 1998).

Addressing the structural problems of the shared governance system is a key prerequisite to restoring its vitality. History provides valuable lessons from extinct organizations that failed to evolve in the face of changing circumstances. The shared governance system should not meet a similar fate. Professors, the institutions they serve, and society at large will benefit if we restructure the shared governance system to align it more closely with the realities of the twenty-first century. ■

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Statewide Governance: The Myth of the Seamless System

by John V. Lombardi, Professor of History, University of Florida

SEAMLESS EDUCATION — the phrase conjures up images of students moving gracefully from kindergarten through secondary school, college, and beyond. One imagines a smooth system, all parts working in concert, leaving parents pleased, legislatures happy, and employers delighted...

This is the dream that inspires those who hope to integrate state systems of higher education. Unfortunately for the bureaucrats who delight in this vision, though, students, parents, teachers, and schools have very different goals and dreams. Where the champions of a seamless system seek homogeneity, parents and students seek differentiated experiences. Where legislators seek efficiency and economy, teachers and schools seek complexity and enrichment.

Most states have long recognized that students and parents want to have a choice of academic opportunities, and most systems have wisely chosen to accommodate a wide variety of institutional types. If these systems founder, it is because of the ways in which they operate rather than because they've adopted a flawed design.

Designing for Distinction

State officials may pursue economy and efficiency through standardization, but colleges and universities seek to distinguish themselves by their differentiated quality. Generally speaking, nothing inflames the passions of an institution's alumni and other supporters more than an effort by system bureaucrats to limit their school's ambitions. In short, most colleges and universities are highly driven to improve, and most are prone to the associated phenomenon of "mission creep." Only the most solid of organizations can resist it, and only if they enjoy significant financial resources and long-standing political support for their traditions.

In states where there is only a single university system, every institution lobbies endlessly to improve its own position relative to the others. Inevitably, all seek to expand their academic domains; this has the gradual effect of blurring whatever had once made each campus distinct. Eventually, every institution comes to adopt a similarly broad mission.

A more structured example is California, which defined mission differentiation into three subsystems. While the systems compete with each other for money, the institutions compete primarily within systems, not individual institutions. This structured California model has withstood many attacks and challenges over several generations.

System Wars

A university system serves political as much as educational ends, and if it cannot meet the political challenges from local constituencies, it fails. These challenges come in two primary forms:

The first is the challenge from a local constituency that has no institution of its own. Significant political actors, recognizing the economic and cultural benefits of a university, seek authorization and funding to build a campus in their community.

The second comes from a local constituency that already has its own institution. The political actors associated with this institution will seek more money and an expanded mission for their school, anticipating economic growth and higher status for their community.

Both of these challenges turn on the availability of money. If the system or systems are strong and the state reasonably rich, then the state can invent or expand institutions to meet the demands of the local constituencies.

But if the state has too little money to meet the demands of its various constituencies, the higher education system will begin to confront intense pressures which their leaders may be too weak to resist. Thus, the system will have no choice but to try to accommodate at least a part of every demand. For example, it will establish branch campuses of existing institutions, or it will reallocate funds to support program expansions. Florida, among other states, experienced this process in the 1990s.

When these efforts to satisfy all parties fail—and they inevitably do—the state will often move to reorganize the system, on the assumption that the decision-making structure must be to blame. Thus, the state will move either to centralize or to decentralize its form of higher education management, creating the reverse of whichever system is already in place—and this process is visible today in Texas, Kansas, Florida, Nebraska, New Mexico, Illinois, and Maine.

From the perspective of university officers—presidents, provosts, and deans—these system wars have predictable patterns. Administrators can generally anticipate a period of legislative and bureaucratic enthusiasm for accountability. There will follow an elaborate planning process, leading to the production of a negotiated five-year master plan document. And there will be a (usually) submerged but ferocious conflict over the methodology used to divide up the state's dollars among its various institutions.

Flagship institutions—those with or within striking distance of national standing as research universities—will worry that system reorganization will lead to a redistribution of state revenue from the intellectually powerful to the politically powerful. Other institutions—those that aspire to greatness—will struggle to keep open a window of opportunity to realize their improvement plans. Meanwhile, private colleges will watch carefully to ensure that whatever state subsidies have come their way do not suddenly disappear.

For their part, system officers, government bureaucrats, and legislators will try to create structures meant to contain and manage all of these competing aspirations. They will entertain hopes that the reorganization—whether an effort to centralize or decentralize institutional planning—will improve efficiency by reducing budgetary requirements, and that somehow this restructuring will lead to a more effective allocation of resources and political conflict.

Conclusion: It's Not the Design that Matters

Many of the players in this recurring drama labor under the illusion that there is a "right" way to manage a complex statewide higher education program. The advocates of centralization typically produce examples demonstrating that all problems can be solved if the state's various colleges and universities are brought under the purview of a single, constitutionally mandated governing board. And the advocates of decentralized systems will produce equally compelling examples demonstrating the merits of institution-specific boards.

They are all wrong, of course, for the success of a statewide higher education system depends on three critical elements, none of which are unique to any particular organizational structure:

1) Money. If there is enough money to invest in higher education, any system will work well.

2) Quality of the leadership available on institutional boards and within state legislatures. If the leadership is strong and draws from a clear statewide vision, any system will work. (And if the leadership of boards and the quality of elected officials is less than ideal, then local considerations will overwhelm the process, whatever system is in effect.)

3) History of higher education in the state. Every state has long-standing traditions that underlie the organization, mission, and funding of new and old institutions. Every state has a political culture that determines how it will approach the delivery of critical services. Ideally, a higher education system will match the political culture it serves. A system that works wonderfully in one state will often fail miserably in another, not for lack of money or leadership but because the imported system best fits only the idiosyncratic political structure and tradition that created it.

Does this mean that there is no point to the constant effort to revise and reform statewide higher education systems? Not at all. It argues instead for a clear understanding of the issues and for recognition that institutional diversity is an irreducible constant of American higher education.

The history of statewide higher education tells us that all colleges and universities will strive to improve and to enhance their individual reputations. It tells us that organizational structure is less important than commitment and money. It tells us that politics is a critical determinant of success, certainly in public higher education. And it tells us that a long-term political consensus about higher education is much more important than the details of high-level system organization.

Most importantly, the history of American higher education reminds us that quality in teaching and research always comes from the campus and not from the system.

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In Search Of The Next Generation Of Faculty Leaders

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THE LANDSCAPE OF HIGHER EDUCATION is being influenced and changed by a number of forces which have implications for faculty participation in governance. Because of the following changes—an increased proportion of faculty in non-tenure-eligible positions, the infusion of technology, growing calls for accountability, and competition from for-profit and web-based institutions—traditional governance structures and functions need to be reassessed in this new context.

The Changing Professoriate

In 1998, slightly in excess of 44 percent of all full-time tenured faculty were age fifty-five or older, with an average age of about fifty-three across all tenured faculty (U.S. Department of Education 1999). As many of these faculty retire over the next decade, they will take with them a reservoir of institutional history, commitment, and involvement in campus decision making. Will the people hired to replace them have the commitment and inclination to become involved in governance?

Who Will Lead?

A recent study (Pope and Miller 1999) provides a demographic profile of 223 faculty governance leaders across three types of institutions: research and doctoral, comprehensive colleges and universities, and community and junior colleges. While differences exist between sectors the overall results indicate that males hold the majority of leadership positions, as indicated by 54 percent of the respondents. Full professors held 40 percent of leadership positions outnumbering all other ranks. It is important to note that 42 percent of the leaders were faculty in the liberal arts. Another study of 100 governance leaders at research and doctoral institutions found that 86 percent of the leaders held the rank of full or associate professor with 47 percent from the liberal arts (Miller 1996).

This dependency on full and associate professors is cause for concern because of the increased hiring of part-time and full-time non-tenure-eligible faculty. Baldwin and Chronister (2001) found that only about 46 percent of research institutions provided for non-tenure-eligible faculty to participate in faculty senate activities, while 60 to 65 percent of comprehensive and baccalaureate institutions provided for such involvement. Many tenured faculty members interviewed in the Baldwin and Chronister study stated that the significant growth in the proportion of non-tenure-eligible faculty on their campus created an increased faculty governance burden on the shrinking proportion of tenure track faculty. This seemed to be especially true among faculty in the liberal arts in which the largest proportion of non-tenure track hires were taking place. Institutions must renegotiate the terms of participation in order to integrate this growing population of disenfranchised faculty.

Recruiting Chairs and Committee Members

Institutions must value faculty participation and leadership in appropriate areas of institutional decision making. Service on governance committees must be viewed as a legitimate and necessary use of faculty time. Whereas service on committees is time-consuming, appropriate adjustments in workload assignment and expectations must be made. For faculty pursuing tenure, active involvement in governance must be recognized as a legitimate criterion area for reward.

In a study (Miller, McCormack, Maddox, and Seagren 1996) investigating faculty perspectives on governance, 227 survey respondents indicated that they believed it was their duty as faculty to convince administrators of their legitimacy because of a perceived lack of respect from administrators. Further, these faculty characterized an ideal governance process as one that has a formal protocol for involvement through a senate or council that is accompanied with a formal procedure for involving faculty early in decision-making processes. The respondents did not emphasize rewards for participation but rather accentuated the need for a culture of trust and respect. Another survey of 100 faculty leaders with seventy-eight respondents disclosed the following motivational factors as significant for involvement in governance: empowerment, sense of responsibility, importance of decision making, importance of being asked to serve, and sense of professionalism (Miller 1996).

Academic Leadership

Ideally, the values and behaviors of academic citizenship should be learned in graduate school and during the first years of faculty work, then reinforced throughout one's life as a faculty member. But learning about shared governance is hardly sufficient to produce new leaders; new faculty must have real opportunities and incentives to participate. At some institutions, for example, junior faculty members serve on committees as "apprentices" to seasoned faculty members, in anticipation that they will assume leadership roles at a future time.

What Are They Up Against?

Aspiring faculty leaders are likely to encounter numerous individual and institutional obstacles to their participation in campus governance. The inclusion of all faculty in governance, regardless of employment status, does not guarantee cohesiveness. In fact, a true cross section of faculty will yield even more disparate perspectives and issues in the discussion and action on topics. Faculty must be cognizant to avoid the temptations of self-promotion and narrow-minded agendas. In contrast, faculty leaders need to embrace a genuine concern for institutional welfare, not just their disciplines, departments, or status groups.

While all faculty are dealing with escalating work demands, there is a discrepancy in the types of demands by sector. Tenure-track faculty are confronted with the pressure and rigor associated with acquiring tenure. Chronister and Baldwin's (2001) study revealed a differentiation in teaching loads between tenure-track and non-tenure-track faculty; non-tenure track faculty had heavier teaching loads at 44 percent of the surveyed institutions.

Changes in Faculty Roles and Workloads

At many institutions the achievements necessary to receive rewards, promotion, and tenure may deter faculty involvement in governance. In general, institutional reward systems promote a strong discipline commitment or "cosmopolitan" orientation at the expense of a "local" orientation or loyalty to the institution (Gouldner 1957). Participation in governance requires a commitment of time and effort. Most faculty, especially those on tenure track, essentially must trade-off time from teaching and research to participate in campus governance that is not recognized or rewarded by the institution. Because many faculty have elected not to participate under these conditions, they are chastised for serving their own interest and impeding institutional advancement. It is ironic that the faculty themselves have played an active role in designing reward systems that reflect a cosmopolitan orientation at the expense of local commitment (Gerber 1997).

Concluding Thoughts

Shared governance is not immune from the many changes encircling higher education. However, governance can be preserved through institutional and faculty commitment. It requires institutional efforts to formally endorse the integrity of faculty engagement in governance activities. As well, the next generation of faculty is charged to reaffirm the value of shared governance within the context of institutional need for timely and well-informed decisions. Faculty must be willing to commit the time to participate in governance and assume the mantle of leadership. P

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AAC&U NEWS

AAC&U Appoints Two New Senior Fellows

AAC&U recently announced the appointment of two distinguished educational leaders as senior fellows. Richard P. Keeling is working with AAC&U's Program on Health and Higher Education (PHHE) to improve student health and learning. In her role as AAC&U Senior Fellow, Irena Makarushka works on AAC&U's national initiative, *Greater Expectations*: The Commitment to Quality as a Nation Goes to College, and on its 2002 Annual Meeting.

A national leader on college student health, Richard P. Keeling is the Executive Editor of the Journal of American College Health and served as President of the American College Health Association from 1988 to 1989. With over twenty years of experience ranging from high school to higher education, Irena Makarushka has served as Associate Dean for Academic Affairs at Goucher College in Baltimore since 1998.

"There are now seven Senior Fellows working with AAC&U and the Association gains immeasurably from their service. The Fellows bring us great intellectual strength and a keen understanding of the day-to-day challenges faced by academic leaders and faculty members on campus. I am delighted that Dr. Keeling and Dr. Makarushka are joining the AAC&U staff," said AAC&U president, Carol Geary Schneider.

AAC&U Welcomes Bethany Zecher Sutton to the Staff

Bethany Zecher Sutton, formerly Executive Assistant to the Associate Provost at the University of Pennsylvania, has joined the AAC&U staff as Executive Assistant to the President. Before joining the staff at the University of Pennsylvania as Staff Assistant to the Provost in 1997, Bethany received her M.A. in History from the University of Massachusetts, Amherst and her B.A. from Mary Washington College in Virginia. Bethany brings to AAC&U a wide array of administrative and intellectual skills. While at the University of Pennsylvania, she was involved in many strategic and academic planning initiatives, including projects and committees on intellectual property, gender equity, and genomics. She also oversaw external reviews and several senior administrative-level searches in the Office of the Provost. "AAC&U members will really enjoy working with Bethany Sutton" said Carol Geary Schneider, AAC&U president. "She is smart, knowledgeable, and very thoughtful about the educational issues we address as a community."

Coming soon
in *Peer Review:*

Learning Communities

AAC&U Summer Institutes Focus on General Education, Science and Campus Leadership for Sustainable Innovation

One hundred and ten colleges and universities—public and private, 2-year and 4-year—are participating in AAC&U institutes this summer. Teams from 23 schools attended AAC&U's 11th annual **Asheville Institute on General Education** co-sponsored by and held at the University of North Carolina at Asheville from June 2-6, 2001. Teams from 41 schools are participating in an institute on **Campus Leadership for Sustainable Innovation** in Leesburg, Virginia from July 10-15, 2001, sponsored by AAC&U's initiative, *Greater Expectations*. Representatives from 46 schools will participate in the first summer institute sponsored by AAC&U's initiative, **Science Education for New Civic Engagements and Responsibilities** (SENCER), to be held at Santa Clara University from August 3-7, 2001.

Teams attending the **Asheville Institute on General Education** worked together to examine current trends in general education, discuss strategies for implementing curricular changes, and refine their own general education reform plans in the context of their own campus missions. Participants attended sessions addressing such topics as the politics of curricular change, effective faculty development for general education reform, new scholarship on student intellectual development, interdisciplinary general education programs, service learning, learning communities, and assessment of general education learning outcomes.

The institute on **Campus Leadership for Sustainable Innovation** is designed to build faculty and administrative expertise at learning-centered institutions. It will allow small groups from each participating college or university to work intensively on extending innovations to support greater student achievement. Participants in the institute will also learn about new research on student achievement, faculty involvement, and campus culture. Participants will also work together to develop a greater understanding of what is needed to create a culture and infrastructure to sustain innovative educational programs and practices. The institute is supported by a grant from Carnegie Corporation of New York.

The **SENCER** Summer Institute is the first institute in a planned five year dissemination project supported by the National Science Foundation. SENCER connects science education and civic engagement by teaching rigorous science through the study of complex, capacious, and unsolved public issues. The initiative will be developing and disseminating models for teaching science in a social context that can be implemented at a wide array of institutions. Participants at the first institute will learn about these new models for undergraduate science education, join in a national conversation on improving science education in the context of vexing civic challenges, and learn about resources to support continuing development and improvement of science education.

For additional information the list of schools participating in summer institutes, visit http://www.aacu-edu.org.

AAC&U Welcomes the Following New Members

- **Burlington County College**
- **College of Lake County**
- **Coe College**
- **Delgado Community College**
- **Delta State University**
- **Georgetown College**
- **Georgia Perimeter College**
- **La Sierra University**
- **Lexington Community College**
- **Northern Essex Community College**
- **Richland College**
- **Simmons College**
- **University of Hawaii Kapiolani Community College**
- **University of Montana**
- **University of Northern Colorado**
- **University of Wisconsin-River Falls**
- **Western Carolina University**

These institutions have joined AAC&U's more than 700 members since January 2001.

Nominations Requested for 2002 Board of Directors

AAC&U is now inviting nominations for the Board of Directors Class of 2002. Please make your recommendations of chief executive officers, chief academic officers, and faculty from AAC&U member institutions.

Nominations should be addressed to Bethany Sutton, Executive Assistant to the President and Secretary to the Board of Directors (1818 R Street, NW, Washington, DC 20009; 202/387-3760; sutton@aacu.nw.dc.us). The deadline is September 1, 2001.

AAC&U Calendar

Please check our Web site for regular updates on all meetings and conferences
www.aacu-edu.org

Calls for Proposals

AAC&U invites proposals for 88th Annual Meeting

The deadline for proposal submissions is July 20, 2001.

AAC&U invites proposals of substantive, engaging sessions that address one of the following five paths: Student Diversity and Intercultural Learning; Curricular Designs for Tomorrow's World; Civic Engagement and Global Responsibilities; Faculty and Administrators in the Midst of Change; The New Economics of Higher Education.

For a complete copy of the Call for Proposals and/or more information about the 2002 Annual Meeting, we refer you to http://www.aacu-edu.org/Meetings/annual.html

Please e-mail hyers@aacu.nw.dc.us or wolfe@aacu.nw.dc.us for more information about the Annual Meeting.

Network for Academic Renewal

Meeting Calendar 2001 – 2002

February 21–23, 2002 • Dallas, Texas

General Education

April 4 – 6, 2002 • Atlanta, Georgia

Learning Communities

October 24–27, 2002
St. Louis, Missouri

Diversity & Learning

For more information, visit our web site at: www.aacu-edu.org

Hold the date!

AAC&U's 88th Annual Meeting

January 23-26, 2002

Grand Hyatt Hotel, Washington, DC

Changing Students in a Changing World:

Culturally Diverse, Economically Divided, Globally Interdependent

Today's students encounter a world that demands a new level of intellectual sophistication, intercultural literacies, and social engagement from college graduates. They face a technological revolution, pressing societal problems, and unparalleled opportunities. AAC&U's 2002 Annual Meeting will investigate the practical implications of organizing learning centered institutions in this context and how to enhance the preparedness of students—and faculty—to benefit fully from such an environment. The Annual Meeting also will highlight ways that pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum.

Pre-Conference Symposium • Wednesday, January 23

Liberal Learning and the Challenge of Uncommon Values

For more information, see www.aacu-edu.org

AAC&U's Network for Academic Renewal presents

November 1-3, 2001

Wyndham Baltimore Inner Harbor

Technology, Learning, & Intellectual Development

Challenges at the Crossroads of the Education Revolution

For more information, see www.aacu-edu.org

College Today: Do We Need A New Narrative?

by Eliza Jane Reilly, Director of Programs, AAC&U

Perhaps because the title of one of AAC&U's initiatives, *Greater Expectations*, has Dickensian overtones, I've found myself thinking about that venerable novelist's works. At first I entertained myself by imagining titles for other grant-funded initiatives as the economy worsens, like a project on the restructuring of academic financing called Harder Times, or a report on the maintenance and repair of facilities called Bleaker Houses. But on deeper reflection, I realized that the narrative form offered an interesting point of departure for thinking about another "text" that concerns all of us reading this magazine, that of higher education.

Works like *Great Expectations* and *David Copperfield* are classic examples of the *Bildungsroman*, which, as the *Oxford Companion to English Literature* tells us, is a "novel of education." If higher education was re-framed as a narrative, it would most certainly fall into this same genre. A young protagonist (the student) leaves home to pursue higher goals and ambitions than could be realized by remaining. The hero encounters competition and possible rejection (the admissions process), finds mentors and supporters (teachers and advisors), and navigates various challenges (courses and exams), before earning his or her own rightful place in society (graduation and a successful career).

Unfortunately, like most neat parallelisms, this one started wavering as soon as I gave it a bit more thought. The title *Great Expectations* is, of course, deeply ironic, as it is only by shedding his "expectations" that Pip attains emotional growth and maturity. His "education" leads neither to material advancement nor higher status, but back to his point of origin. Given that our most effective argument for a college degree these days is increased earning power, I concluded that this might not be the best literary analogy.

I turned to *David Copperfield*—surely a more straightforward tale of progress towards maturity and fulfillment—but found that it presented an even more vexing problem right from the opening line: *"Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must tell."* If Copperfield questioned his claim to be the protagonist in his own story, how could I be sure that the student was the real hero of a college education? I had to admit that most of the modern theorists of higher education, from Kant and Newman to Boyer and Bordieu, believed that the central figure in the narrative of higher education was not the student at all, but an abstract, collective entity—rational society, national culture, the faithful community, or in this age of globalization, a de-localized ideology of managerial "excellence" and high performance. In fact, the only recent argument I could think of for liberal education as "an adventure" with a student hero was Allan Bloom's cranky polemic *The Closing of the American Mind.*

Determined to hold on to my literary conceit, I decided that genre was the problem. The outmoded *Bildungsroman*, with its unified citizen-subject, no longer had resonance. Given that today's students jump in and out of the narrative of education, attending two, three, or more institutions, while occupying several simultaneous roles (employee, consumer, parent, citizen), it seemed that something fragmented, non-linear, and with no clear main character was more to the point—say *Finnegan's Wake*?

Then it struck me: A whole new narrative of higher education is needed, one that hasn't yet been written! This *new* text would be transparent, popular, and accessible to all, and it would be *multi-media* to reflect the explosion of learning technology. It would have a collective, rather than a solitary individual, as its hero, and that collectivity would mirror the racial, class, and age diversity of today's students. Its "plot" would be experiential and problem based, with faculty and students working and learning together to solve the problems of their community, and it would never, ever have closure, to symbolize our commitment to life-long learning. But eventually it dawned on me my "new" narrative of higher education was essentially a remake of *Gilligan's Island* with a multicultural cast and a few more "Professors."

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AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to more than 700 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local level and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

SUMMER/FALL 2001 VOL. 3/4, NO. 4/1

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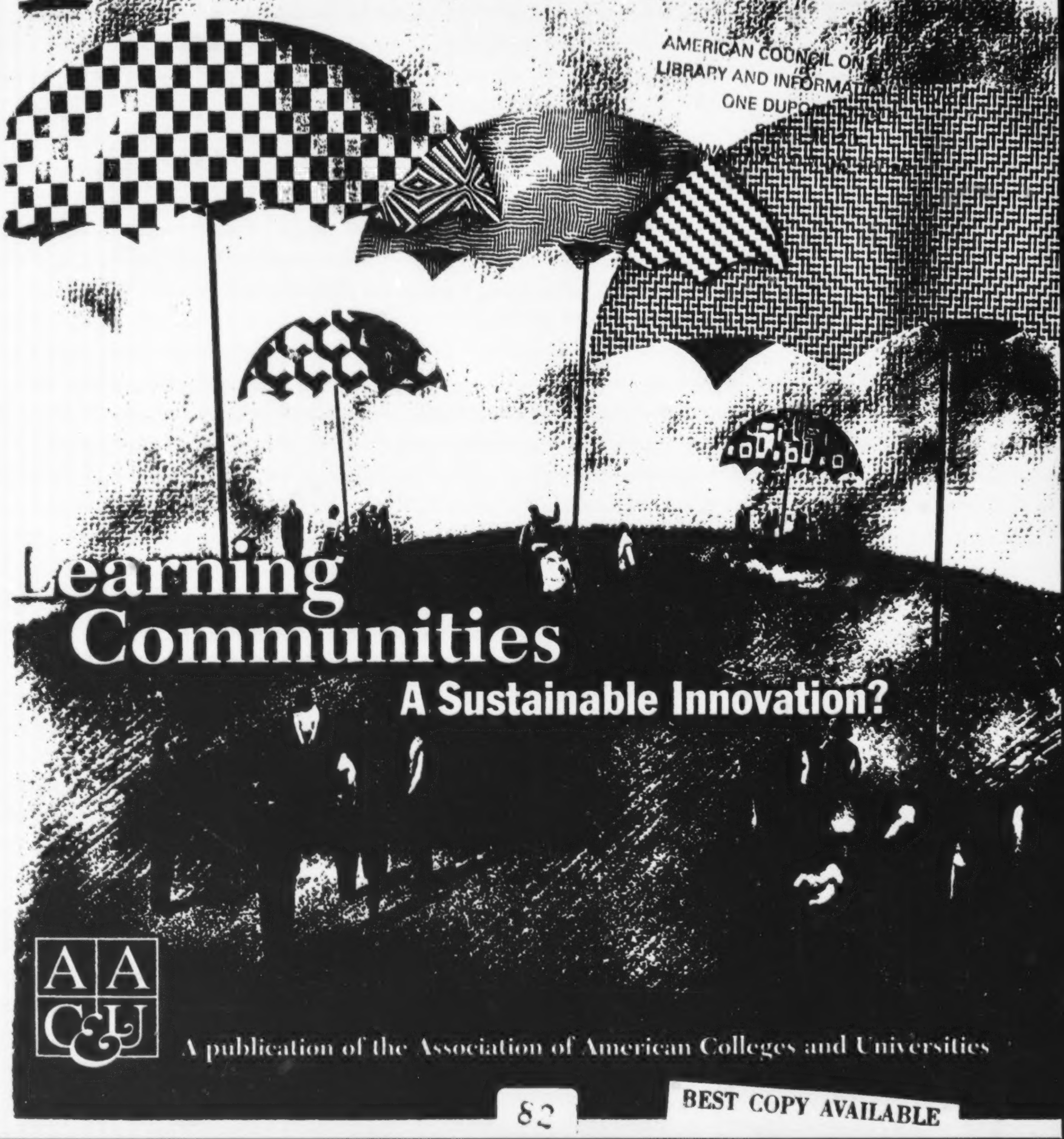

Learning Communities

A Sustainable Innovation?

AAC&U

A publication of the Association of American Colleges and Universities

Summer/Fall 2001 VOL. 3/4, NO. 4/1

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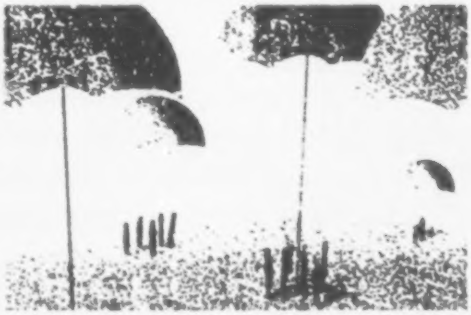
Cover Illustration by Dave Cutler for *Peer Review*.

From the Editor

Among the most visible and significant national trends in higher education today is the development of academic learning communities: thematically linked or clustered courses that enroll a common cohort of students. Marked by the recognition that the production of knowledge is a social process, learning communities are collaborative, interdisciplinary, and learning-centered. And many foster civic engagement either through a direct link to service learning or through an explicit focus on a social theme—"Emerging Global Health Concerns," "Self as Citizen," or "Leadership in a Global Society," to cite three current offerings. Learning communities create an ideal curricular space within which liberal learning can take place, where students can develop strong intellectual skills and capacities while also preparing for democratic citizenship.

Hundreds of colleges and universities of all types currently offer learning communities in some form. So many, in fact, that the trend toward learning communities is increasingly identified as a national movement. Yet some institutions have simply appropriated the term to describe block registration schemes, outcome-centered learning programs, or some other campus effort to achieve one or more of the outcomes produced by successfully implemented learning communities. These more limited models do not promote the deep learning and the strong sense of community that can transform undergraduate education and, with it, institutional culture.

The broad appeal of learning communities is easily understood from the research, which presents mounting evidence of their positive impact on student retention, achievement, and involvement. These outcomes are impressive, but they also are contingent. While these data provide campuses with compelling reasons to adopt the learning communities model, it is important that it not be viewed as a quick and easy panacea. For learning communities to yield these powerful outcomes, a strong institutional commitment and sustained institutional support are required.



As Barbara Leigh Smith points out in the lead article, "learning communities are at a transition point. On the early adopting campuses, they are facing classic second-stage reform effort issues of succession and institutionalization, and the movement itself faces challenges as it becomes larger and more diffuse." Given both the broadening scope of adoption and the potential benefits of learning communities, the question now is whether learning communities successfully can make the transition from innovation to genuine reform. The answer depends, in large part, on how the movement responds to the many challenges it now faces.

The title of this issue of *Peer Review* invokes a slogan around which AAC&U has organized one of its annual summer institutes: sustainable innovation. At the institutes, participants work together to develop a greater understanding of what is needed to create a culture and infrastructure to sustain innovative educational programs and practices. In the context of an up-to-date briefing on learning communities, this issue explores many of the challenges facing this successful innovation ultimately to ask whether learning communities are a sustainable innovation.

Please note that this issue of Peer Review *is a double issue and represents both Volume 3, Number 4, Summer 2001 and Volume 4, Number 1, Fall 2001. The next issue of* Peer Review *will be Volume 4, Number 2, Winter 2002 and will be mailed in February 2002.*

The Challenge of Learning Communities as a Growing National Movement

By Barbara Leigh Smith, Co-Director, National Learning Communities Project, Evergreen State College

Learning communities have become a growing national movement.[1] Four or five hundred colleges and universities now offer them, and the number continues to increase. They are found in virtually every state, in both public and private colleges and universities, and in a diverse range of institutions. Learning communities are a broad structural innovation that can address a variety of issues from student retention to curriculum coherence, from faculty vitality to building a greater sense of community within our colleges. On some campuses, the learning community effort is very large; on others, it is small. On most, it is fragile, even if it has been in place for several years.

At this juncture it's appropriate to ask why learning communities have become so pervasive and what challenges this growing national movement faces. These questions are timely for learning communities are at a transition point. On the early adopting campuses, they are facing classic second-stage reform effort issues of succession and institutionalization, and the movement itself faces challenges as it becomes larger and more diffuse.

How and Why Learning Communities Became Pervasive

The learning community movement has numerous roots and branches and a long history of start-up, failure, and rebirth at another time and place. The basic ideas underlying learning communities are not new. The roots lie in the 1920s with the establishment of a short-lived program at the University of Wisconsin, the Meiklejohn Experimental College (see Brown 1981; Cronon and Jenkins 1994; Powell 1981). The seeds of many of the current value conflicts that threaten learning communities were sown in this earlier time.

Meiklejohn lived in a time when the elective system became popular and research-focused specialized academic departments were gaining ascendancy. Meiklejohn thought the structure and values of the emergent research university were becoming antithetical to the task of preparing students for democratic citizenship, a goal integral to the very notion of public education. He saw the division of the curriculum into smaller and smaller units of credit and the growth of specialized academic departments as critical structural issues that would ultimately drive both relationships between students and faculty and the content of the curriculum. He predicted that narrow departments would make it difficult to raise important interdisciplinary issues and the fragmented nature of the curriculum would frustrate committed teachers trying to create a sense of deep engagement and community. "General education" (education for citizenship), he rightly surmised, would become nobody's business.

---

[1] *As we use it, the term "learning community" refers to the purposeful restructuring of the curriculum by linking or clustering courses that enroll a common cohort of students. This represents an intentional structuring of the students' time, credit, and learning experiences to build community, and foster more explicit connections among students, faculty, and disciplines (Gabelnick, MacGregor, Mathews, and Smith 1990).*

Meiklejohn's solution was to establish the "Experimental College," an interdisciplinary, team-taught, two-year lower division curriculum focusing on democracy. The curriculum was both historical and contemporary, looking at the roots of democracy and the issues facing twentieth-century America. The Experimental College tried to build community and create a seamless interface between the living and learning environment. The pedagogy stressed active learning, seminars, and assignments that asked students to put the theory they studied into practice, a radical notion at the time. Teachers were seen as advisors and facilitators of learning rather than as distant figures on a lectern.

It was not an easy sell. Enrollment was lower than anticipated. The students were often seen as unruly, and Meiklejohn and the faculty spent much time fighting the values and power structure of the university. Despite being a favorite of the new president of the university, the program was abandoned after five years. Although it didn't last very long, the program had an enormous impact on its students. Recent histories describe it as a high point in the university's history, referring to it as "Camelot on the Lake" (Cronon and Jenkins 1994).

The next major chapter in learning community history is in the 1960s when the higher education system nearly doubled in size and the community college system was broadly established. This was a time of innovation with various experiments with structure. Cluster colleges were one attempt to humanize the scale of higher education and promote community. Many traditional institutions established innovative programs and sub-colleges such as the residential college at Michigan, the Centennial Program at the University of Nebraska, and Fairhaven College within Western Washington University. Innovative new colleges were also founded including the Evergreen State College, the University of California-Santa Cruz, and Empire State College.

> Too many learning communities are little more than block registration devices, with little alteration of the teaching and learning environment.

Interdisciplinary approaches were an important aspect of these innovations, but only a few significantly altered traditional organizational structures. As a result, they often contained internal contradictions and faced substantial compatibility challenges as they developed. Very few survived into the 1990s with their founding values intact. Throughout this period, there was debate about whether these innovations could scale-up and become cost effective. This issue remained unsettled until well into the 1980s when institutions like the Evergreen State College proved that they could. Meanwhile, mainstream institutions picked off their innovations, broadly appropriating ideas such as student-centered learning, writing across the curriculum, active learning, and interdisciplinary programs.

Several of the most important programs in this era were in California. In the mid-1960s the Meiklejohn model was resurrected by a former student, Joseph Tussman, at the University of California-Berkeley and at San Jose State College by Merv Cadwallader, a friend of Tussman's. These programs were also short-lived but they became seedbeds for future endeavors. Cadwallader carried the idea to a number of other institutions, including The Evergreen State College. Tussman wrote an eloquent account of the rationale for curricular restructuring in his book *Experiment at Berkeley* (now reprinted as *The Beleaguered College*, 1997).

Learning communities resurfaced with the establishment of the Evergreen State College, a new institution holistically designed around the structural notions underlying the Meiklejohn-Tussman integrated curriculum (for an account of this see Jones 1981; Jones and Smith 1984; Smith and McCann 2001). About five years later, a number of institutions on the east coast, notably SUNY Stonybrook and La Guardia Community College also developed new curricular restructuring models. These adaptations made the idea of learning communities applicable to a broader range of institutions, especially research universities and community colleges. Patrick Hill, then at SUNY

Stonybrook, was passionate about the growing social and intellectual atomism and the mismatched expectations between students and faculty in research universities, but he was also a pragmatist who appreciated incremental change and local adaptations.

There was a joining of the East and West Coast learning community effort when Hill became provost of the Evergreen State College in 1983. The momentum for learning communities dramatically increased in 1985 with the establishment of the Washington Center for Undergraduate Education at the Evergreen State College. Led by Barbara Leigh Smith and Jean MacGregor, the Center helped develop and disseminate a language about learning communities along with a variety of models that could be locally adapted. It became a support system for people interested in learning communities.

A number of other factors contributed to the pervasive reach of the learning community effort. The significant research of Vince Tinto, a major figure in the area of student retention, was critical. In the early 1990s Tinto undertook a major study of the impact of learning communities and collaborative learning (Ratcliff and Associates 1995). He looked at the learning community programs at two very different institutions—the University of Washington and Seattle Central Community College—producing the first in-depth study. The results clearly demonstrated their effectiveness and showed that involving and academically challenging campus environments could be purposefully built on commuter campuses. At the same time, Alexander Astin's important book, *What Matters in College*, appeared. Between Astin and Tinto, both the dimensions of the problem of undergraduate education and some solutions were offered. The leadership of people such as Astin, Tinto, Peter Ewell, John Gardner, Carol Schneider, and Pat Cross was also important in spreading the word about learning communities. They spoke to different audiences in academic and student affairs, in research universities and community colleges, and broadened the reach of the learning community effort.

The last fifteen years have been a time of broad discussion about teaching and learning. Many powerful pedagogies have emerged on the national landscape: service learning, assessment, writing across the curriculum, inquiry-based approaches to the sciences, multicultural education, collaborative and cooperative learning, and problem-centered learning, to mention just a few. These reform efforts have a common aim of promoting active learning and what has been referred to as "deep learning." Numerous funding agencies and national organizations and conferences have supported these teaching and learning reform efforts and featured learning community work over the last decade.

For a bibliography and information on learning communities see the following Web sites:

The Learning Communities Commons
http://learningcommons.evergreen.edu

The Washington Center for Improving the Quality of Undergraduate Education
http://www.evergreen.edu/washcenter/

Many innovations fail to develop broad reach simply because they become too intramural, operating in isolation of potentially related enterprises. What's notable about the learning community effort is that it has often joined forces with these other efforts, providing a broader structural platform for implementing these other powerful pedagogies. This has both deepened learning community pedagogy and aims, and broadened the audience and base of potential allies. This could go further.

Recently, regional nodes of leadership have started to emerge beyond the early adopters. Delta College in Michigan and William Rainey Harper College in Illinois now jointly sponsor an annual learning community conference, and several convening campuses are now emerging in California. An extensive relationship has been established between IUPUI, George Mason University, Portland State University, Temple University, and other urban universities. A National Learning Community Project at the Evergreen State College funded by Pew Charitable Trusts should deepen this trend toward regional collaboration.

Learning Communities Past and Present

The history of learning communities is an evolving story of reformers and innovators doing their work. It is a story about the power of personal commitments and relationships in building reform efforts. It is also a story about the power of institutional structures, processes, and value systems in shaping our institutions. There is continuity over time with a number of themes in this learning community history. The themes of democracy, access, and classrooms as community particularly stand out. Early learning communities dating back to the early twentieth century were concerned with the role schools play in preparing students for responsible citizenship. The question "education for what" was at the forefront. This influenced the curriculum content and the educational practices. Early learning communities were also concerned about making higher education widely available. These were not enclaves for the elite. Continuing to expand access was seen as critical to the evolving American experiment with democracy.

Another way to look at this history is to note that, across these generations of leaders, we also see dramatically different leadership styles, organizational strategies, and settings. Learning communities in the latter part of the twentieth century are characterized by collaborative leadership models—models which came in with the feminist movement, the civil rights movements, and the reform efforts in the 1960s and 1970s. There has been a shift toward movement thinking and community organizing strategies in the contemporary learning community movement. The effort is more purposefully inter-institutional with the rapid dissemination of ideas and strategies across institutions. There is also a systematic effort to build bridges to related enterprises and to broaden leadership across the movement. In many institutions the learning community effort has become robust precisely because the organizers have been savvy about working with the existing organizational structures and adapting them to their needs.

The Challenges Learning Communities Face

While the learning community movement is certainly succeeding by some measures—if only sheer size, it also faces significant challenges. The most obvious challenge is that of transition and succession as the early adopters move on. All institutions face this challenge. Other challenges are deeper and perhaps more important. I will close by briefly describing four: the challenge of student learning and faculty development, the challenge of diversity, the challenge of institutional change, and the challenge of purpose.

The Challenge of Student Learning and Faculty Development

We know that learning communities can be a powerful platform for both student learning and faculty development. We need to figure out better ways to put what we know about student learning into our learning community designs. Unless learning communities build upon the best approaches to student learning, the structural changes will only produce minimal improvements. Too many learning communities are little more than block registration devices, with little alteration of the teaching and learning environment.

Learning communities across the nation are under-investing in faculty development. So it isn't surprising that pedagogical approaches have changed little. With the imminent retirement of about half of the nation's faculty, this is a very good time to invest extensively in faculty development and to rethink the ways in which we support the development of excellent teachers. Learning communities can be a powerful faculty development structure, especially if they involve team teaching or team planning, which provides a natural setting for the day-to-day coaching that can lead to genuine growth and development. There is no shortage of good literature to draw upon. John Bransford's book *How People Learn* or Lionel Gardner's *Redesigning Higher Education for Dramatic Gains in Student Learning* are good places to start.

The Challenge of Diversity

The challenge of diversity is a multifaceted issue about who participates in learning communities (students and faculty), what the curriculum is and where it is located, and how the teaching and learning environments are structured. Learning communities continue to struggle to address the multiple issues of diversity. At the same time, they have great promise. We know that they can provide a powerful means of serving an increasingly diverse student population. Some schools have used them strategically to address serious retention issues in parts of the curriculum that are not serving students well. Many schools are targeting learning communities on developmental education since this is a graveyard for too many students. These efforts often lead to dramatically improved student retention.

The Challenge of Institutional Change

If the learning community movement is to have lasting impact, the challenge of institutional change needs serious attention. Across the nation we see persistent weaknesses in terms of leadership structures, resource investments, faculty development, real curriculum integration, assessment, and pedagogical change. Effectively addressing institutional change requires a more comprehensive point of view. Eventually the learning community effort must move from being an innovation or an interesting project to being a reform. Being a reform requires structural change, reworking roles and relationships, and generally re-engineering the organization so that learning communities are appropriately supported.

The Challenge of Purpose

Learning communities often begin in a flurry of enthusiasm without clear goals or planning. There's nothing wrong with this; it is typical of innovations. But if the effort is to last and have a significant impact, the institution needs to eventually come to a common understanding about their goals and organize appropriately to support them. The question I want to raise here is about whether our vision is large enough.

Learning communities re-emerged in the last twenty years in a period of rapid expansion of the higher education system and a climate of widespread experimentation with new approaches to teaching and learning. At the same time, the education system as a whole has come under increasing public scrutiny. This is a time of rising criticism outside the academy and also a time of growing crisis within the nation's colleges and universities. At no time have the questions "education for what" and "education for whom" been more pressing.

The learning community effort now stands at a crossroads, at the institutional level and as a national movement. As it is now a large-scale effort, pointed questions need to be raised about how quality can be maintained and strengthened as this endeavor continues to scale-up. If we look back at earlier learning communities, it is very clear what they were about. They had big goals in terms of their vision of society and the role of the academy. They saw learning communities as a means for developing the capacity to live in a democratic society. Now, these very issues are being raised again in a variety of ways –through the service learning movement, through the multifaceted diversity work, and through the larger national conversations about the direction of higher education. The learning community movement is poised to be a major player in this conversation. By re-engaging some of these fundamental issues of purpose and squarely facing the multiple challenges, today's learning communities may find new strength.

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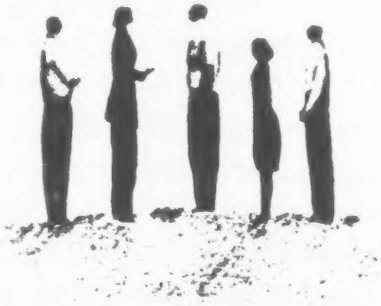
Developing the Faculty We Need

By Karen Oates, Professor of Integrative and Interdisciplinary Studies, New Century College at George Mason University, and Senior Science Fellow, AAC&U, and John O'Connor, Associate Professor, New Century College at George Mason University, and Visiting Scholar, the American Association for Higher Education

Teaching in a learning community requires skills, knowledge, and attitudes that are generally not necessary in a traditional lecture-style college and university classroom. Learning communities emphasize collaborative learning, the social context of learning, and the integration of knowledge, and they are generally self-conscious about process and practice. However, the training for and experience of a learning community can have a powerful impact on how a faculty member teaches any class, thinks about learning and scholarship, and interacts with the rest of the academic community. Learning communities are increasingly popular for a variety of reasons—e.g., student retention, student satisfaction, deeper learning, and curricular coherence. Scores of colleges and universities have begun to market learning communities at freshman recruitment and admissions fairs as a way to demonstrate institutional distinction and attention to student success. Although faculty development may not be a common reason for instituting learning communities, it certainly becomes one of the reasons for sustaining and expanding them. As more and more colleges and universities incorporate learning communities into their curricula, faculty development becomes an increasingly important aspect for their success.

The kinds and balance of skills, knowledge, and attitudes will vary depending upon the form and goals of the learning communities. Linked courses, first-year and capstone programs, integrative and coordinated studies, technology-enhanced hybrid courses, residential learning communities, and the multiple other forms of learning communities require greater or lesser attention to interdisciplinarity, collaboration, co-curricular activities, and community-building. Our comments are based on our experience in developing and teaching in New Century College (NCC) at George Mason University as well as consulting with faculty and staff at a range of colleges and universities across the country.



Fundamental to any good faculty development program is a clear sense of purpose. This may seem elementary, but without clearly articulated objectives for any faculty development program, one faces the danger of being too broad and unfocused. For example, if student retention is the driving force for learning communities on a campus, then faculty members must be willing to work closely with student affairs and be proactive in meeting with students beyond class time. The skills and network needed to do this must then become a focus of faculty development programs. If curricular coherence is paramount, faculty must become knowledgeable about courses and subjects outside their discipline and be willing to spend considerable time finding common ground upon which to build collaborations with others outside their field of expertise. An institution must also be willing to provide the structure in which this can occur. For most programs, there are multiple and changing goals for learning communities; thus, faculty development needs to be varied and continuous, starting as soon as possible in the academic career of new faculty. The following topics are not exhaustive, but they are the fundamentals upon which a continuing faculty development program can be built for effective learning communities.

Learning about Learning

While all teachers should be knowledgeable and self-reflective about the learning process, it is especially important in *learning* communities. It is our belief that, as we prepare faculty for the challenge of teaching in learning communities, specific attention to the student—to student motivations and ways of learning—serves as a foundation for faculty development. For example, the Astin surveys of incoming freshmen can tell us a great deal about the entering cohort (www.gseis.ucla.edu/heri). Faculty teaching in learning communities can create better curriculum assignments and assessment activities when informed by knowledge of cognitive development theory. Substantial research has helped us recognize multiple forms of intelligence, learning styles, and ways of knowing. Learning is making connections—in neural networks, in ideas and actions, in particulars and abstractions, with individuals in groups. Understanding that learning is contextual, social, and continual, has immediate implications for how we design and conduct our classes. A variety of national studies emphasize that we learn better when we:

- place new information into what we already know (cumulative process)
- understand the reason and relevance of what we are learning (personal motivation)
- participate actively with others in making sense of the information (shaping and framing knowledge)
- foster opportunities for informal, cocurricular learning (implicit knowledge)
- create stimulating environments and compelling situations (experiential learning)
- integrate classroom and textual knowledge into our out-of-class experience (reflective practice)

> As we prepare faculty for the challenge of teaching in learning communities, specific attention to the student—to student motivations and ways of learning—serves as a foundation for faculty development.

Thus, collaborative learning and group work are fundamental to learning community practices; however, assignments must be carefully and clearly constructed so that collaboration does not simply mean Professor Jackson does part 1, Professor Smith part 2, and Professor Garcia part 3. Faculty group work can be modeled, with self-conscious playing of roles and attention to the process of collaboration.

Developing Interdisciplinary Approaches

Definitions of "interdisciplinary" are varied, but share some common elements (Newell 1998; Klein 1996, 1999). As disciplines fragment and intersect, it is often unclear what is a new discipline and what is interdisciplinary. The history of area and identity studies offers dramatic examples of this issue. Despite disciplinary scholarship being continually refreshed by insights from other disciplines and new research arising out of interdisciplinary issues, skepticism about undergraduate interdisciplinary study continues. Learning communities—linking or blending courses and involving teams of faculty—are a powerful counter to many forms of this skepticism. As Alan Guskin (2000) points out, "interdisciplinary courses are no longer experimental, and regardless of recurring local challenges, they are a significant part of the national conception of a college education."

The more successful learning communities are self-consciously interdisciplinary and are built around a complex issue, problem, or theme. They adopt multiple perspectives on the topic and call attention to disciplinary assumptions about knowledge, evidence, and argument. In a linked course model, it is incumbent upon the teachers to make clear the distinctiveness of their approach and the connections with the other course(s). For example, a learning community on the American Dream—linking sociology, environmental science, and literature classes—could develop a common experiential learning assignment in the local community. While the teachers of the three courses could collectively evaluate the students' reflections and assignments based on the experience, their comments would reflect their particular disciplinary experiences. Because of the common experience, the multiple perspectives can be made more self-consciously distinct.

Interdisciplinary, integrative learning communities fit well into the various calls for a curriculum for the twenty-first century, one that responds to the changing demographics of our students and prepares them for the post-industrial global economy and society. Arthur Levine's proposed curriculum in *When Hope and Fear Collide, A Portrait of Today's College Students* (1998, 161-65) is typical of these calls: "Today's undergraduates need an education that includes five specific elements…communication and thinking skills,…human heritage,…the environment,…individual, multifaceted roles,…and the meaning of values."

Developing Teaching Teams

Regardless of the form of a learning community, the faculty members should think of themselves as a team. When developing a learning community, they should recognize and build upon their differences. Successful faculty teams have included librarians, student affairs professionals, and instructional technologists as equal partners with faculty. Other forms of diversity can also enlarge the perspective on the course topic and have additional benefits for faculty development. Senior faculty can mentor junior faculty. Professional school faculty working with liberal arts faculty can challenge the assumptions about learning of each. Race, gender, and ethnic diversity fosters opportunities for both faculty and students to explore what we mean by ways of knowing.

In her article in this issue, Kimberly Eby describes the challenges and rewards of interdisciplinary team-teaching. As she makes clear, prior preparation and personal communications are essential so that misunderstandings and mistrust are lessened during the pressures of the course. Differences of opinion and interpretation can be "dramatized" for students, so that they understand intellectual differences and how they are articulated. Teams should recognize the competitiveness of academic discourse and that jockeying for student favor can ruin the learning community. In one such case, the teachers, who were good friends outside the classroom, settled their differences by scapegoating the students. Teams need to develop shared goals and make clear the roles of each team member; teams might write out these goals and review them during the semester, just as we ask our students to do. Some programs have contracts that faculty sign, so that roles and expectations are made explicit at the beginning.

Attending to Promotion and Tenure Issues

Faculty members participating in integrative learning community programs often do so after tenure decisions have been made. They recognize the work done by faculty engaged so intensely with students in learning communities is often not in line with faculty reward systems. Collaboration and teaching do not fit the overriding criteria of individual research in tenure decisions. Many institutions are reluctant to modify the traditional criteria that emphasize traditional, single-author, disciplinary research. Yet, the Boyer/Rice definition of scholarship (scholarship of discovery, integration, teaching, and application/engagement) better represents the nature that the work of faculty in most institutions will take in the coming decades. In order for departments and colleges to value the Boyer/Rice model, they must accept its fundamental tenets: new intellectual understanding can arise out of the very acts of application and engagement; integration brings new

insights to bear on traditional research. Faculty development programs can help educate the faculty about these models. They can build upon the Association of American Colleges and Universities' Preparing Future Faculty Project. They can join the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning administered by the Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education. These national programs offer models and networks that can help institutions to begin re-thinking faculty

BOYER MODEL OF SCHOLARSHIP— PROMOTION AND TENURE MATERIALS

Scholarship of Discovery

The scholarship of discovery refers to our ability to think freshly, to seek new knowledge and information, as well to link knowledge to new circumstances and applications. University faculty who put new ideas to use or connect existing ideas to serve new areas of knowledge engage in the scholarship of discovery. Items in support of the Scholarship of Discovery include:

- Primary research
- Thesis and dissertation supervision
- Community based undergraduate research
- Library research
- Manuscript preparation
- Grant preparation
- Data analysis and application
- Developing new ways of thinking about problems
- Field research with practitioners
- Clinical research with external groups

Scholarship of Teaching

Teaching is a dynamic endeavor and great teachers have the ability to stimulate active learning and encourage students to be critical, creative thinkers who have a capacity for a lifetime of learning. In the end, inspired teaching keeps the flame of scholarship active, and thus ensures the continuity and continued pursuit of knowledge. Items in support of the scholarship of teaching include:

- Class lectures and syllabi
- Advising and mentoring
- New course development
- Leading recitation activities and field trips
- Development of assessment tools
- Undergraduate thesis supervision
- Faculty exchanges/Preparing Future Faculty
- Independent study supervision
- Attending workshops, colloquia, and professional meetings
- Peer evaluation of instruction
- Internship supervision
- Supervising teaching assistants

Scholarship of Integration

The scholarship of integration refers to the process of giving new meaning to isolated facts and inert knowledge. It may entail making connections across disciplines, placing specialties into a larger context, illuminating data in a revealing way, educating non-specialists, and interpreting research (one's own or others in a way that places it into larger intellectual patterns). Items in support of the scholarship of integration include:

- Developing new ways of thinking about problems
- Involvement in university governance
- Public talks
- Media interviews
- College initiatives-*creating* program and initiatives
- Expert testimony
- Service on national panels and boards
- Involvement in national disciplinary and educational associations
- Reviewing manuscripts/Book reviews

Scholarship of Application

The scholarship of application refers to service and clinical activities directly related to one's special field of knowledge in which theory and practice interact to generate intellectual insights. Such scholarships are serious and demanding work. Items in support of the scholarship of application include:

- Collaboration with industry on application problems
- Community-based research
- Helping external groups create exhibits
- Providing research design and statistical advice
- Building relationships with external friends
- Professional meeting presentations/exhibits
- Speaking at clinics
- Writing letters of evaluations for promotion and tenure, fellowship status, etc.
- Science fairs
- Public school visits/ talks
- Supervising student involvement in community
- Action research to solve problem

responsibilities to the discipline, to students, and to the university community.

A set of underlying concepts that bring together work in learning community programs and multiple forms of scholarship are "situated learning," "reflective practice," and "communities of inquiry." These concepts and phrases can be traced to multiple sources, but much of the work of the past decade has come from the Institute for Research on Learning (Lave and Wenger 1991). Reflective practice enables faculty to think about how to assess their own work and helps connect classroom learning with a wider range of experiences and scholarship. It recognizes that the advancement of knowledge comes out of communities of practice based on inquiry and provides means for the rigorous, public review of faculty work. For Donald Schon (1995, 26), "if the new scholarship is to mean anything, it must imply a kind of action research with norms of its own, which will conflict with the norms of technical rationality—the prevailing epistemology built into the research university." The first step in a faculty development program addressing issues of faculty roles and rewards might be to identify the communities of practice that are forming around learning communities and to assess the implicit scholarship developing within them.

Promoting Community and University Citizenship

Both words in the phrase "learning communities" deserve equal attention. Such a statement runs counter to most academic practice—where if community is acknowledged at all, it is in service to learning. Yet, many (most?) college and university mission statements assert the importance of diversity, citizenship, and community. Recently, over 400 college and university presidents signed the Campus Compact Declaration of Civic Responsibility (www.compact.org) calling for greater attention to the education of students for citizenship in our diverse democracy. Learning communities can be a powerful response to this challenge. As Benjamin Barber wrote in *Aristocracy of Everyone*, "Civic education should be communal as well as community-based. If citizenship education and experiential learning of the kind offered by community service are to be a lesson in community, the ideal learning unit is not the individual but the small team, where people work together and learn together, experiencing what it means to become a community together" (1992, 228). The need for community in higher education has increased as students enter our classrooms and campuses with dramatically different backgrounds and expectations.

At its best, faculty development mirrors and models what we expect of our students in learning communities. Discovery and understanding are collaborative, inquiry-based, and continual. They can form the starting point from which colleges and universities explore the needs of both faculty and students, cross traditional academic boundaries, engage the local community, and mark out new curricular and degree requirements. Developing the faculty members we need and then articulating clearly how they will be assessed and promoted takes many different divisions of the college or university working together to form its own learning community. The potential for a newly equipped faculty, skilled in both knowledge and pedagogy and dedicated to a learning-centered institution, makes the investment worthwhile.

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A Comparison of Two Models for Integrating Curriulum:

The Academic Evergreen Model and the Problem Based Learning Model

By Martha Bergin, Communication and Sociology, Geri Rasmussen, English and Communication, and Elizabeth Skinner, Reading and Psychology, all faculty at GateWay Community College

Community colleges are often in the position of offering liberal arts courses as part of an occupational program. Because of this dual focus, faculty members have become interested in both the learning community model popularized by Evergreen State College as a method of integrating and enriching their coursework and the Problem Based Learning (PBL) model as a way of teaching in a simulated work environment. When our college had the opportunity to develop a two-year degree program that completely integrates liberal arts and occupational curriculum, we found that we needed to draw from both of these models. At first we were impressed with the similarities between PBL and the Evergreen model of learning communities. Both approaches focus on the integration of coursework, use of nontraditional teaching methods, and development of high level thinking skills. Only in retrospect did we realize the important differences between the two approaches—differences related to their origins in two long-standing and sometimes conflicting traditions of liberal arts and professional/occupational education. While those embracing the liberal arts value system have traditionally valued "the life of the mind," personal creativity, and leadership development, those coming from a professional/occupational value system have been expected to adapt quickly to the world of work. By trying to combine technical and general education, we found ourselves entering a challenging environment, one where the intellectual foundation consisted of the "meeting of two continental plates"—the world views of liberal arts and occupational education. We found tools to face this challenge within the learning communities and PBL models of instruction.

The Evergreen approach to learning communities, basically a liberal arts model, can be traced back to Meiklejohn's Experimental College in general education at Wisconsin in 1928. He wanted to counteract an increasing emphasis on specialization and vocational preparation in higher education and to revitalize the type of broad education that would prepare leaders for a democratic society (Tinto 1995). Meiklejohn, and later faculty at Evergreen State College, created unified programs of study for undergraduate students. Each semester, students essentially take one course, which integrates the content of traditional core courses around broad themes of citizenship and emphasizes critical thinking and moral philosophy.

The PBL model, an occupational approach, originally developed for medical school students at McMaster University in Canada, involves the use of real life problems, rather than courses, as the organizing focus for the curriculum (Wilkerson and Gijselaers 1996). The medical school faculty devise a set of problems (patient cases), the solutions to which require the learning of all the competencies associated with the traditional medical school curriculum. A faculty member serves as a prober (tutor), rather than an instructor, in order to stimulate self-directed learning. Students are led through the steps of defining a problem, generating possible solutions, and examining what they already know. The tutor engages the students in conversations designed to help them explore ideas until they recognize areas needing further research. These "learning issues" are recorded and distributed to students to research before the next session.

This investigative process is repeated until a solution is reached.

The benefits and challenges of learning communities based on the Evergreen model over traditional education can be seen in Table 1. The PBL model shares many similarities in potential benefits and challenges. However, the PBL model has some additional benefits and challenges (as seen in Table 2). In order to give adequate weight to each of the two traditions influencing community college education, both models should be considered as resources for faculty wanting to integrate curriculum.

Integration of Knowledge Issues

Our experience with learning communities had already shown us the potential benefits of integrating content from more than one course. We knew we could reinforce key skills and concepts, coordinate assignments, and help students transfer skills from one discipline to another. We were attracted to the PBL model because it offers the additional benefit of motivating students with real-life problems from their field. The premise is that because students are curious about the solutions to the problems and can easily see the relevance of their learning to their careers, they have a natural motivation. In addition, because learning occurs in conjunction with problem solutions, the students' knowledge should be more accessible to them in the future when they tackle similar problems on the job or in their lives.

However, as with any new approach, challenges inherent in the PBL model may prevent these potential benefits from being realized. Whenever two or more courses are coordinated, faculty members are challenged to assure all courses are treated equally and all course competencies are met. Although PBL is designed to integrate all the real-life skills needed to solve a problem, depth of knowledge may be lost. Because the students' motivation is to solve the problem, their self-directed learning may be superficial. Rather than spending the time necessary to understand fundamental concepts in a discipline, they may grab a specific definition or piece of information that seems, on face value, to be relevant to their problem. As a result, the knowledge they acquire can be spotty— bits and pieces of unconnected facts and terms that do not add up to the kind of deep learning that can be applied to a wide variety of future problems. Tutors must work hard to slow down the "rush" to solve the problem. They need to introduce students to the range of possible learning activities available to them, encourage them to make use of their faculty resource people, and stimulate them to study relevant content in sufficient depth and breadth.

The contrasting challenges of traditional education and PBL can be seen in the following example of the ways in which our Facilities Systems Technology (FAC) students would study intercultural communication skills. In the traditional curriculum model, students would take a standard communication course with a mixed group of students from around the college. As a part of this course, students would be taught the basic components of intercultural communication using real life examples; the FAC student might or might not transfer this learning to examples within their own field. In the PBL model, however, the competencies of multicultural understanding would be included through one of their technical problems. In our case, a cohort of FAC students were presented with a problem requiring them to share information about a refrigeration training unit with colleagues at a Japanese institution. In the solution of the problem, students worked in a self-directed manner to find and study material on intercultural communication. They then selected concepts that related specifically to the Japanese culture for problem solution. This resulted in a strong motivation to understand Japanese cultural differences but a relative lack of attention to concepts of intercultural communication not directly related to the Japanese culture.

The PBL model shares with other learning community models the advantage of breaking down artificial disciplinary boundaries. Real life is not segregated according to academic disciplines, and students need to learn how to coordinate knowledge from several disciplines to deal with real-life situations. The challenge in all learning communities is to help students deal with the complexity of interdisciplinary work; in PBL the content from several subject areas is even more tightly integrated around a problem solution. For new students the amount of learning required to solve even one problem can be overwhelming because of complexity in both content and method of instruction. A similar observation was made by Bennett and Bennett (2000) in regard to teaching intercultural communication.

This complexity is magnified in a two-year community college program when you have liberal arts content being presented along with occupational content. The differences in philosophy of these two foci of edu-

Table 1

Potential Challenges and Benefits of the Integrated Learning Community

		POTENTIAL BENEFITS	POTENTIAL CHALLENGES
	Student Centered	Especially beneficial for at risk students/Provides an intensive, supportive learning environment/ Increases completion and retention Encourages more coherent sequencing of courses in a student's program/Encourages taking core courses early in college	May require a greater commitment than a student is ready for Decreases flexibility in student schedules
	Instructor Centered		Difficult to compensate faculty under existing loading schemes.
	Registration Centered		Can cause scheduling conflicts for teachers, students, and rooms May be difficult to work with existing computerized systems for printed schedules and registration
INTERACTION WITH CONTENT	Larger Framework	Allows concepts to be covered in greater depth and with a variety of approaches and perspectives/ Reinforces concepts Encourages students to see connections between courses/ Increases transferability of concepts/Allows students to see key ideas repeated in courses Allows assignment coordination	Loss of integrity of individual disciplines/Difficult to assure all courses are treated equally/Difficult to assure all course objectives are being met/ May slight some traditional content of a course Syllabus complex, so assignment requirements may be unclear/Students may feel overloaded with assignments
	Longer Timeframe	Permits greater flexibility, depth and meaningfulness Allows a greater sense of community	May eliminate spaced practice Fatigue factor due to prolonged sessions
INTERPERSONAL	Instructor/Student	Instructors get to know students better/Allows more effective promotion of learning/Allows for increased ability to evaluate achievement Students get to know teachers better/Allows better understanding of what is expected/ Believe faculty is caring/ Believe faculty offers attention and feedback/Sees communication as open/Less apprehensive to speak to instructors Students like having more than one instructor/More variety in teaching styles/More opportunity to understand concepts through multiple explanation/Stimulates freer speech in the classroom	Close connection to students can be draining/Can perceive that one instructor is being played against the other/Can perceive self as competing for students' attention
	Student/Student	Social support network develops/ Peer teachers and coaches/Exerts positive peer pressure Increases tolerance for difference/Increases respect for individuals	Potential for cliques to form/Cliques can be intimidating and disruptive Group members do not always contribute equally to assignments
	Instructor/Instructor	Instructors enjoy working with another instructor/See traditional courses as isolated/Feel revitalized/Discover new possibilities/See subject matter in new ways/Feel more confident/Feel willing to take more risks Synergy emerges from combined thinking that none could have imagined by themselves	Working together is time consuming/ Instructors may experience loss of autonomy as decisions are shared/May feel uncomfortable having another so intimately observe teaching experiences

cation affect both content and method of instruction and need to be understood and addressed. The occupational faculty members may believe that the focus should be on the essential content in their career-oriented program with liberal arts content brought in as it is relevant. Faculty members from an academic background may be equally convinced that students must have adequate time to reflect on liberal arts content for its own sake to bring about the life-changing insights of a college experience. Additionally, occupational faculty may be excited about developing a method of instruction that simulates a work place environment, while liberal arts faculty may believe that such a utilitarian focus may lead to superficial learning in the liberal arts areas. One way to reconcile these perspectives is to develop an integrative approach that utilizes the strengths of the Evergreen model to address liberal arts concerns and the PBL model to address occupational concerns.

Interaction Issues

One of the potential strengths of learning communities is the opportunity they can afford for intensive and meaningful interaction between students and their instructors. Because students are with their instructors for a longer time and because they carry out a variety of challenging activities together, instructors and students get to know and trust each other. The implicit goal of the Evergreen model is to develop a community of learners built on mutual respect and support. The PBL model can also produce the benefits of a learning community, but it has some inherent challenges.

While a student might already have a surface level of knowledge on a particular topic, the PBL questioning process continues until the limits of current learning are reached and the student must admit, "I don't know." The tutor avoids indicating whether the students' information and ideas are correct. The idea is that students will discover for themselves whether they are on the right track, just as they would when working independently in the field. The tutor does not give external praise for knowledge and skills

Table 2

PBL Model as Compared to the Evergreen Learning Community Model

POTENTIAL BENEFITS OF PBL	POTENTIAL CHALLENGES OF PBL
Problem focus more motivational due to curiosity Tighter integration of content around a problem solution Increase in transferability because learning occurs in real-life context Modeling of critical thinking skills Major emphasis on development of self-directed learning Promotes intellectual humility	Learning may be more superficial and spotty due to narrow problem focus Complexity of technique with complexity of content may promote overload May overload student Learning may not be deep enough to promote transfer to differing contexts Model may be a rote process rather than a thinking model Students do not know how to do self directed learning Less variety in learning is possible because students don't know what to ask for Students may cover up ignorance Lower self esteem possible Increased conflict possible
Fosters real world team skills to coordinate differing abilities to complement each other and to contribute to a group goal	Sense of community may not develop because: • tutor is leading in PBL session rather than collaborative effort • Self directed learning is individualized Not appropriate for at risk students and may foster conflict between more skilled and less skilled students Harder for students and faculty to get to know one another Because led through process by a tutor, students may not develop leadership or collaborative skills Self-directed learning time may lead to individual competition rather than collaboration

already mastered because the satisfaction of progressing to a problem solution is felt to be rewarding in its own right. However, the PBL model may be inappropriate for at-risk students who are at a disadvantage in self-directed learning and especially vulnerable to the negative feedback of tutor sessions. Only when tutors devote a sufficient amount of time and energy to developing an atmosphere of mutual trust can conflicts and discouragement be avoided. The value of PBL lies in the tough intellectual challenges it presents, but students must feel ready to meet these challenges.

Another potential benefit of a learning community is the supportive network that can develop among students. This network can form partly as a result of the longer periods of time the students spend together and partly because of the frequent use of collaborative learning activities (Johnson, Johnson, and Smith 1998). Potential challenges in a learning community include formation of cliques and inequitable contributions to assignments. The PBL model has additional benefits and challenges. Its sessions are designed to foster the team skills needed in the modern workplace. As they contribute to a group goal, students are expected to recognize and compensate for each other's differing abilities. While this potential exists, unless the tutor is cognizant of potential challenges, a sense of community may not always develop. Because the tutor is leading the group efforts, students may not develop their own leadership skills. In addition, much of the time for learning activities is devoted to individualized self-directed learning. Collaboration may not occur. Instead, a stressful competition may result. Conflicts and resentment may emerge between the more and less skilled students. Rather than fostering a close community among students, PBL may instead foster a type of isolation and alienation from the program. A special effort on the part of tutors is needed to supplement the PBL sessions with community building and collaborative learning activities associated with the Evergreen model.

Conclusion

By integrating curriculum across disciplinary boundaries, learning communities provide a valuable educational experience to college students. A review of Table 1 reveals that the longer and more flexible timeframe associated with learning communities allows for material to be covered in greater depth using a greater variety of instructional approaches than is possible in a traditional classroom. Connections among disciplines can be seen more readily as instruction and assignments are coordinated. The Evergreen liberal arts model and the PBL professional/vocational model share these potential benefits.

However, the PBL and Evergreen models have some marked differences. The PBL model was designed for students in preparing for a specific career. It was believed that these students would benefit by seeing the transferability of general education to their area of specialty and that students would learn to rely on their ability to direct their own learning, allowing this skill be developed prior to entering the workforce. The PBL model was originally designed for students who already have a background in the liberal arts, so it may need to be supplemented when used in a community college to ensure that the students are prepared with skills in communication, research, and time management. The Evergreen model is especially useful for the at-risk student and to help all students develop "the life of the mind." Equally important is the attention the Evergreen model pays to the community building and conflict resolution skills needed for success. Finally, the instructor needs to be sure that a variety of learning experiences are utilized and that the depth and breadth of knowledge as well as the personal development expected of a collegiate experience are not lost. The Evergreen learning community model and PBL are two approaches to curriculum integration and, like many educational innovations, they can result in powerful learning experiences. Community college faculty members can draw from both models when designing an educational experience which takes into account their student population and college context.

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Promoting Progressive Pedagogies: A Case for Community Based Undergraduate Research

By Karen Oates, Professor of Integrative and Interdisciplinary Studies,
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Engage, connect, apply. Each of these three important aspects of a rigorous, challenging curriculum represents fundamental properties of both an integrated learning community program and the increasingly popular activity of providing undergraduate research opportunities for students. The many different configurations of learning communities can easily provide the infrastructure for a variety of progressive pedagogies tied to active learning. Within the structure of the learning community, community-based undergraduate research provides a means to integrate content knowledge and technical skills with the competencies needed for applying knowledge to solve problems. Community Based Undergraduate Research (CBUR) encourages both problem-based learning (with a focus on critical thinking and analysis) and civic engagement. Each of these is often cited by institutions as a goal of their general education program.

CBUR is conducted in environments that develop a student's skills in inquiry and discovery. Problems addressed are both real and consequential. When CBUR is linked to a science course, it makes the science central to the problems by allowing an in-depth study of significant content knowledge surrounding the problem, phenomenon, and mechanism at hand. Although CBUR is often associated with the sciences, research in many areas of study—including psychology, economics, communication and government and politics—is appropriate. Beyond evoking content knowledge, students are asked to think about possible impacts, alternative approaches, and solutions for the community at large. The goal is not only to understand what is between the pages of a text, but also to connect information to the natural world and to the lives of our citizens. CBUR encourages a more rigorous study of the science (or other discipline) itself by requiring both integration and interdisciplinary perspectives. It is these active collaborative features of CBUR that work in synergy with the goals of a comprehensive learning community program.

Why is CBUR such an important part of a liberal education? To answer this, one needs to look at both learning objectives and possible learning outcomes. CBUR learning objectives often include such broad areas as:

- Acquiring both information and real-world techniques to solve authentic problems
- Formulating strategies
- Experimenting and using genuine trial-and-error with correction
- Making choices based on data and information
- Synthesizing information and data by using scientific (quantitative) reasoning skills.

Both expected and unexpected outcomes occur with every CBUR project undertaken. Although not comprehensive, the list below provides several examples of potential outcomes:

- Understanding of the scientific (and other disciplinary) based way of knowing
- Developing the language of science (or other disciplines)
- Understanding of theories (past, present, and current)

- Engaging in primary literature review
- Investigating different experimental approaches
- Adding to a body of knowledge
- Participating in a scientific endeavor which may also have longitudinal aspects
- Connecting the world of faculty research to the teaching and learning

In addition to a pragmatic response for developing CBUR and learning communities, each allows an efficient mechanism to connect the tenets of a liberal education to career and graduate study. The combination of these progressive pedagogies not only links curricular and co-curricular study for the students, it also connects the often dispersed worlds of teaching and faculty research. CBUR with the structure of an engaged learning community can influence not only education in the major, but also general education programs and teacher preparation.

Beyond the spheres of influence, CBUR fulfills in many different ways what we know about some of the best practices in undergraduate education.

Linking Community Based Research to the Best Practices of Undergraduate Education

(Chickering, Gamson, and Barsi 1991)

- **Encourages Student Faculty Contact.** *Students work closely with faculty on design and methodology with ongoing opportunity for regular mentoring and advising.*
- **Encourages Cooperation Among Students.** *Research requires team participation from deciding who and when individual aspects of research are performed to the collaborative nature of the research team itself.*
- **Encourages Active Learning.** *Through CBUR students participate in science (or other disciplines) through detective work that involves gathering data, designing and carrying out "hands on" experiments, and an inquiry/discovery based approach.*
- **Faculty Provides Prompt Feedback.** *The testing of a hypothesis requires students to design a test, review results, make corrections, retest and redesign. Each element provides opportunity for faculty intervention and discussion.*
- **Emphasizes Time on Task.** *Traditional lab sections teach students in a cookbook manner under artificially controlled conditions of one three-hour lab each week. Research in the community demands that the student's time fits that of the project design, not that a project design is fit for the university laboratory period. This models the authentic nature of research.*
- **Communicates High Expectations.** *By promoting CBUR, students join us (the professional researchers) in our investigation into a problem worth solving. They are trusted with something important. Knowing that the results will be used to make a difference in a community, their abilities allow them to "join with us."*
- **Respecting Diverse Talents and Way of Learning.** *From library research to experimental design, laboratory techniques and procedures, data analysis, interviews, formal written reports and even community activities and events, every student can find a way to engage in projects and contribute to its success.*

CBUR represents just one of the progressive pedagogies that divert our teaching focus from the traditional classroom to connecting the classroom to the world. CBUR is connected to both civic engagement and application of knowledge and helps develop a student's capacity to break down the artificial barriers between disciplines and departments.

Together, students, faculty, and the community benefit from the engaged, connected, and applied educational experience CBUR offers.

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Assessing Learning Communities:
Lessons Learned

By Debra Mullen, Assistant Director, Academic Initiatives and Research, University of Nebraska-Lincoln

Developing an effective assessment process for learning communities is not unlike developing the communities themselves. It takes just one or two assessment committee meetings to discover the enormous political, philosophical, and practical dimensions of the task. Administrators, faculty, and staff have invested considerable human and financial resources. Everyone is interested in evidence indicating the program is worth the cost. Conversely, everyone needs, but may not want, the data that point to the areas of weakness. A well-developed assessment plan should provide data that helps support the existence of the communities and points the way for improvement or expansion. It should also help the institution more fully understand how learning communities have an impact on both faculty and students.

Initial Considerations

Initiating an assessment plan begins with assembling an assessment team that represents the needs and interests of all stakeholders. Including administrators, faculty, student affairs staff, and student members will help ensure data gathering efforts that take into account the lifestyle of students. While this consideration may seem inconsequential, it becomes critical in helping to avoid low survey response rates or focus groups that give one- and two-word answers. Finally, the team needs to have the necessary skill to handle the task. If left in the hands of inexperienced assessors the efforts can quickly grow too large and too complex. Developing and completing an initial simple design is an important strategy. Undertaking the broader questions can come once the basic concerns are addressed.

If the assessment team was not part of the initial design phase, it is important they understand both the overt and implicit goals of the initiative. A candid discussion of what the institution hoped to accomplish through creating learning communities will make it easier for committee members to know what kind of data to gather. This discussion will also help them understand where and why there might be groups of particularly sensitive individuals. While these conversations are not always easy, they are tremendously helpful in both the data gathering and reporting phases. As is the case in any assessment effort, there are multiple layers of human needs and reactions woven through the task. Keeping this complexity in mind will assist assessors in working both effectively and sensitively.

Once the committee understands its charge, the task becomes one of developing clear and well-defined goals. This step is critical in providing focus and structure as well as in helping the committee to select appropriate methods of measurement. As the assessment process unfolds, it is likely there will be findings that warrant additional attention. If the committee has the time and funding to pursue these new questions it

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may discover some of the most valuable data emerging from the substrata of the original plan. If there is not time, it is important to note these observations for future research efforts.

Finally, in this beginning phase it is important to determine the tasks each member of the team will assume. The quality of data will be determined by how, when, and by whom they are collected. The challenge is to appeal to students in ways that foster their participation. Members of the assessment team can easily lose sight of the fact that students are unlikely to have an equal level of enthusiasm and interest in the project. They can all too easily view the survey they find in the mailbox as another piece of annoying junk mail. Similarly, if the request to participate in a focus group comes from someone they don't know it is easy to decline or, to agree to participate, and then not show up. Further, the language of the cover letter needs to appeal to the student perspective. Developing that letter can be a delicate balancing act between the intent to entice and the need to inform.

The Value of Student Involvement

In our experience the most persuasive gatekeepers in the student culture are the peer leaders, Resident Assistants and Mentors in residential communities and their counterparts in non-residential groups. These peer leaders have the interpersonal persuasion necessary for data gathering to succeed. They are excellent resources for honest feedback about written communication with respondents. Additionally, they can help in the purposeful selection of focus group members. They know who will give thoughtful and thorough answers. They will also be invaluable guides in knowing when to conduct focus groups. They are particularly adept, for example, in selecting the interview dates and times. They know the intramural schedules, the television viewing habits, and the general deadlines for tests and papers that will prevent students from being willing to participate.

> The challenge is to appeal to students in ways that foster their participation.

Additionally, students operate on a much later clock than do most faculty and staff. On our campus, students are still playing intramural sports at 11:00 p.m. In general, they are relaxed and ready to talk at about the same time most of us are turning in for the night. Obviously, these time differences can create a dilemma for those conducting focus groups. Our compromise has been to hold groups over dinner. This has worked fairly well, although we are not entirely convinced that it wouldn't be worth the sacrifice to do some interviewing later in the evening.

Questions Guiding the Study

The basic questions that most institutions begin with are related to the reasons learning communities were initially formed. Specifically, do learning communities enhance the first year experience through more rapid integration into the school's intellectual and social community, and do they support retention? It is also important to know whether or not students in learning communities, when compared to peers in the general student population, do better academically, as measured by GPA, and stay at the institution longer. These data are usually obtainable through institutional data collection efforts already in place.

Beyond these questions, most schools want to know who is attracted to a learning community. Is it the achiever who just missed the cut-off for an honors program? Is it the learner whose academic ability is fragile? Is it the student who needs the reassurance of an initial "ready-made" peer group? Further, it is important to understand the experience students have while in the community. Does membership support career development? Does it help answer critical questions of identity? Does it augment conceptual growth in both discipline-specific and more general ways? These questions clearly point to the need for qualitative and quantitative efforts.

Surveys administered to enrollees and randomly selected non-enrollees can also assist in capturing data regarding what students expect to happen. It is particularly important that these be collected before the student arrives. The goal is to capture what the students anticipate regarding college life. If they are already on campus, experience will alter the nature of their responses. This information, coupled with comparisons of class rank, ACT/SAT scores, high school size, gender, etc. can help describe the characteristics of the learning community cohort and compare them with the overall first-year class. In addition, focus groups conducted early in the year help to develop an understanding of the mental models students created as they anticipated attending the institution. Again, through interviews with groups of students both within and outside the communities, initial differences or the lack of them may emerge.

As the semester unfolds additional focus group work can help the researcher understand the students' experience of the community and the kind of effect community membership is having. The answers students provide reflect the myriad of needs they bring to the environment. In some cases it is the reassurance of peer support in difficult classes. In other instances it is the relief of seeing familiar faces in large lecture halls. Living near one another in residential communities, students have a built-in reminder system for upcoming assignment deadlines. Even more intriguingly, some of our respondents have viewed community membership as a means of appearing to their faculty as "serious and committed to the major."

In addition to the psychosocial component, it is important to assess the nature and scope of cognitive change. This becomes more difficult to capture because community membership is just one of many experiences affecting students' conceptual development. Surveys and standardized interviewing systems can assist assessors in measuring the intellectual growth of students during the time they participate in the community and in later semesters as they reflect back on the experience. However, the challenge remains to determine the role of community membership in the growth process. Again, focus groups will assist in answering this question. Careful interviewing will help assessors understand the relationships students construct between community experience and intellectual growth. This data is invaluable because it points to the kinds of activities, interactions, and experiences with faculty that program planners need to be developing.

A wisely selected assessment committee following a well-developed plan can successfully assess the questions of who participates, why they choose to participate, and how participation effects both psychosocial and intellectual growth. Additionally, much of this information can be compared with students who forego the opportunity. In many ways, this is the easiest task of the committee. Often the more difficult task comes in managing the data and sharing the findings.

Data Management

As the assessment process unfolds, raw data emerge. Transcripts of focus groups and survey results begin to appear. At the same time, the institution is at work trying to recruit its next class. Successful learning communities both retain students and attract them. And institutional representatives responsible for discussing the school's strengths are always anxious to have examples of initiatives that assure prospective students and their families that students receive adequate attention from both faculty and staff. Anecdotes and quotes from students in learning communities can help ease this concern.

However, it is critical that the data not be released until it is adequately analyzed. While the pressure to share what students are saying can be intense, the need for time to analyze the data fully is critically important. Prematurely released information can build unrealistic expectations. Students who opt to participate based on an incomplete picture can easily become dissatisfied and highly vocal critics when their experience doesn't match the example they were given. Further, families can expect academic results that are unrealistic. Casually quoted GPA enhancements can easily become expected outcomes.

As assessors analyze data they will discover both the strengths and limitations of the program. Inevitably, they will also encounter information that will be difficult to report. Sometimes the chemistry between community members just doesn't work. Sometimes the individuals responsible for guiding the communities lack the time necessary to keep the community focused and active. Sometimes faculty and student affairs staff simply can't find a way to bridge the gap between their two cultures. Ideally these concerns are discovered and addressed long before the community's semester or year together is over. Unfortunately, it doesn't always happen that way.

Reporting both the positive and negative findings is a task that must be undertaken with caution and foresight. The assessment committee must be cognizant of who sees the information first and how it will be transmitted (and in some cases, translated) to the broader audience. In reporting findings, assessors must be both diplomatic and honest. They must also keep in mind earlier conversations about the program's origins, stakeholders, and unique agendas. Further, the reporting team needs to consider about whom they are speaking and to whom they are reporting their information. While they cannot control the reinterpretations that may occur in other discussions, they can be succinct, clear, and precise in their initial presentation. Further, they may want to consider reporting particularly negative data via a private forum only to those who have a clear need to know.

Considerations for Future Studies

Assessing learning communities from the perspective of how they affect students is a good beginning. However this rich research initiative may raise other questions that should be explored. How do faculty experience this new responsibility? How do they manage the dual roles of being both in a classroom and on a ropes course with the same group of students? Does the experience change their perspective about teaching and learning? Does it change their perspective about students?

> Reporting both the positive and negative findings is a task that must be undertaken with caution and foresight.

What kind of support and information do they need to stay engaged, particularly when an activity or program doesn't go well? Finally, what intrapersonal journey might a chemist or accountant or biologist need to take to feel at home eating pizza out of a box with a group of freshmen? We obviously need to understand the experiences of students, but we must also understand the experiences of faculty who are willing to voyage into this approach to learning.

A Revolutionary Force for Undergraduate Education?

As learning communities continue to grow, assessors should begin to ask the broader questions of overall impact on undergraduate education and institutional culture. What role will learning communities play in the evolution of higher education? Will this relatively modest initiative reshape how we thing about teaching first-year students? Will these small communities of young learners be the origin of a new format for the journey from matriculation to graduation? Thorough assessment will help us understand what we are doing and, importantly, provide guideposts for where we might go.

If learning communities are to become an integral influence in undergraduate education they must be carefully and thoroughly understood. Assessing them is a series of micro and macro tasks. It involves looking at the past and present while envisioning the future. High school data provide indicators of where the students have come from; surveys and focus groups help us understand what students expect and ultimately experience. Comparisons with appropriately matched non-participants help us understand the community's effect. All of these data allow us to plan for the future. Clearly, assessment is not just a good idea; it is a critical dimension in sustaining these promising initiatives.

Approaching Diversity: Some Classroom Strategies for Learning Communities

By William Koolsbergen, Professor of Humanities, LaGuardia Community College – City University of New York

Learning Communities in a Diverse Urban Environment

I teach at one of the most culturally diverse campuses in the country, LaGuardia Community College in Long Island City, New York. An Oral Communication class (my discipline) with 35 students will probably have 30 different cultural groups. Most of my teaching is in learning communities, either in thematically linked Liberal Arts Clusters or developmental programs such as New Student House. For most of our students the learning community is the first college experience. They enter the community feeling overwhelmed with the rigors of registration and testing, confused about what they want to do and what we want them to do, and angered by the reality of having to take basic skills classes.

Learning Communities have been part of LaGuardia since the early 1970s when Roberta Matthews created the first Freedom Clusters. Since then we have developed basic skills and ESL clusters, pairs of courses that link language with specific program content, and most recently, Freshman Interest Groups. Because of our multicultural constituency, we, the faculty, learn a great deal about diversity from the students we teach. It is imperative for us to recognize the complexity of experiences in our classroom in order to build upon that complexity in discussion of culture and identity.

All of our learning communities are linked around a common theme. We try to offer a wide enough array of communities that students will be able to find one that relates to them as entering students. Our New Student House Program, for example, clusters pre-college level writing with reading and a college level content area such as Introduction to Business. The credit-bearing course may provide the theme for the cluster, or the faculty teaching may jointly decide on another theme. With our Liberal Arts Clusters, the team designing the community submits the theme in advance to the Associate Dean of Faculty; once all possible Clusters are submitted, the Dean, with the advice of a faculty committee, selects the clusters to run in any given semester. Most often, the selection of Clusters reflects a variety of courses and a variety of themes. In the fall 2001 semester, for example, we are offering Liberal Arts Clusters with such titles as "Sociology and Culture of the Family," "Culture, Society, and Work: a Global Perspective," "Harlem on My Mind," "The Hip Hop of Language." All of these reflect the cultural and economic diversity of the incoming freshman class.

For us at LaGuardia, diversity is more than ensuring that our classes reflect a diversity of texts to reflect the diversity of our students. In learning communities especially, "doing" diversity means engaging in dia-

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**Ground rules taken from Lynne Weber Cannon's article, "Fostering Positive Race, Class, and Gender Dynamics in the Classroom."* Women's Studies Quarterly, *1990:1 & 2: 126-134.*

logue, confronting, and grappling with our diverse personas. Students are asked to engage in a variety of roles each day. Our students are workers, parents, children, non-native speakers, and retirees. They are also from culturally diverse backgrounds. Often they play multiple roles at one time when their work, family, language, and learning intersect. The class discussion is about how we construct these personas or have them assigned to us; the sensitivity to diversity follows as we deconstruct these social roles and look at what positive and negative attributes that we attach to them.

Because learning communities are designed by faculty from different disciplines who come together to find a way to approach teaching and learning through the different perspectives of the disciplines, they are the ideal structure for dealing with diversity. LaGuardia faculty teams are as few as two people and as many as five. The curriculum for any community is co-designed by the faculty who will collaboratively teach. Depending on the specifics of the community, faculty may share time in front of the class (team teach) or teach discreet sections. All communities meet on a regular basic to discuss the students, modify the assignments (if necessary), and monitor student success in the various classes. This method of design and delivery is what comes closest to an ideal opportunity for restructuring both curriculum and pedagogy in ways that promote inclusion and reflective examination of a wide range of diversity issues.

Ground Rules for Discussion of Diversity

How do we engage in this discussion of diversity? There are several strategies for such discussion. Faculty teaching in the community should agree to meet the students together, in whatever hour of their schedule they begin the semester. During this first meeting the team should discuss the learning community, the syllabi for the courses in the community, and the approach to learning via small group collaboration. In learning communities in which I participate, I often give a first day assignment that allows students to engage immediately in collaboration. This demonstrates for students the procedure that collaborative classes expect for all tasks; that is, group formation, task examination, discussion, and reporting out.

During the second meeting I suggest facilitating the design of a list of "Ground Rules for Discussion." I first encountered this idea in the early 1990s when Roberta Matthews gave me an article by Lynne Weber Cannon on such "ground rules." Cannon clearly outlines how to produce such a list for any group. Since most of our learning community work deals overtly with issues of diversity, we have found it useful to design a set of "ground rules" for each community. The students actively participate in the establishment of these rules, which are put upon the board as they are named. Each rule is voted on; when a complete set is done, one member of the class copies the rules and everyone, including faculty, sign the copy. Those rules become our guidelines for future discussion. A typical set of rules offered by Cannon include the following:

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups.
3. Agree not to blame ourselves or others for such misinformation, but accept responsibility for not repeating such misinformation.
4. Agree not to blame victims.
5. Assume that people do the best they can.
6. Pursue information about our own group and others.
7. Share information about our group with other members of the class.
8. Agree to combat stereotypes about our groups and other groups so that we can break down the walls that prohibit group cooperation and success.
9. Create a safe atmosphere for open discussion.

In addition, I help the class generate a list of basic classroom etiquette guidelines that could include such things as obeying the general rules of discussion such as acknowledging a discussion leader, raising hands for the opportunity to add to the discussion, not interrupting others, respecting all others, not name calling, deciding when discussion will begin and end.

Obviously, I lead the discussion that

results in this sample list, but I actively engage student perspectives so that the list reflects the class. A volunteer copies the list from the board, once signed, the list becomes our contract for discussion. A copy is made for each student in the class. My experience is that students take the contract seriously, and they will often point out when the rules are being violated.

Classroom Activities for Fostering Meaningful Dialogue

I usually teach either Oral Communications or the Art of Theatre in learning communities. Whatever the class, I use the following assignment, which I adapted from a course in Intercultural Communications.

Groups are formed and given the task of learning as much as they can about a particular cultural group and to teach the class what they have learned. In most cases I asked each group to choose a cultural identity other than those represented in the group. I encourage the groups to interview members of the identified group, to visit specific neighborhoods, and to use the web for research. Presentations focus on such issues as nonverbal communication codes within a specific culture, the history of a culture as it relates to the history of the United States, or the integration (or non-integration) of customs and rituals of the culture within the larger culture of New York City. This assignment is spread over several weeks; the presentations themselves are rich and rewarding for all.

Dealing with diversity can be very difficult. We all know that the biases that our students bring to the classroom are often linked to an inherited set of values and beliefs that are rarely questioned. As a teacher, my role is to guide the discussion (or to sometimes ask a class member to guide if I want to engage in the discussion in a different way) and to ask students to reflect on what they have learned about other groups and what level of comfort/discomfort they feel as we engage in such discussion. I challenge them to think about what causes their comfort or discomfort and how that level relates to their identifying with the oppressed or the oppressor. This stepping back from who you are to attempt to see how you arrived at that place with those values is difficult. As the discussion level moves from culture as national heritage or race, to culture as shared value systems, to culture as gender linkages, to culture as sexual orientation, the discussion becomes more and more difficult. My personal experience is that the last is the most difficult. It is at that point in the discussion that I come out to the class. My identification of myself as a "gay man" is a revelation to them. As you can imagine their questions for me range from those based on the broadest of stereotypes, to those of a most personal nature. I answer what I can, based on my experience, and simply say "too personal" when it is. My willingness to take the risk of coming out alters the dynamic of the class. The cultural identification that most of them accept as sanctioned discrimination is now something that the class must confront. At the end of the discussion I use a common CAT (Classroom Assessment Technique); I have the class write a one minute essay about the discussion. What they write to me, anonymously, I share with the class at our next meeting. The discussion is unbelievably rich.

> It is at that point in the discussion that I come out to the class. My identification of myself as a "gay man" is a revelation to them.

With the Ground Rules for Discussion in place, with the procedures for discussion clearly understood, with the most inclusive assignment given, and with the support of your fellow teachers in the learning community, rich and meaningful discussions of diversity can take place. Perhaps students can become more aware of how cultural differences can enrich us all.

The inherently collaborative nature of the learning community paradigm offers faculty an opportunity to restructure curricula to include diversity issues. The pedagogical strands that most evidence themselves in such communities (cooperative and collaborative learning, service learning, etc.) are natural modalities for different ways of seeing, hearing, and knowing. The supportive nature of the faculty toward one another and toward students in the community establishes the perfect forum for the difficult, but necessary, discussions that we must have if our democracy is to generate new ways of dealing with racism, classism, heterosexism, ageism, and the variety of ills that plague us.

Teaching and Learning from an Interdisciplinary Perspective

By Kimberly K. Eby,[1] Assistant Professor of Integrative Studies and Faculty Affiliate of Psychology and Women's Studies, New Century College at George Mason University

Using an interdisciplinary perspective in our teaching and learning practices may be familiar to many of us, but public conversations about the pedagogical process of creating an integrated, interdisciplinary course are not as frequent. In this essay, I share my experiences as a member and team leader of an eight-credit integrated studies learning community called "Self as Citizen," the last in a sequence of four integrated, team-taught learning communities for first year students enrolled in New Century College (NCC) at George Mason University.[2] This learning community is equivalent to four credits of social science, three credits of literature, and one credit of fine art. While the composition of our teaching team varies each year, we typically retain about half of the prior year's team, thus providing both continuity and fresh perspectives. Over the past five years, the team has included individuals from diverse fields of study, including political science, public policy, psychology, English, creative writing, communication, cultural studies, conflict analysis and resolution, social work, and education. In sharing a few of my observations on interdisciplinary pedagogies,[3] I will emphasize the practical aspects of teaching such a course.

Faculty Commitment and Investment

The first observation, and perhaps the one that has been most salient to me as a faculty team leader, is that an individual faculty member's commitment to and investment in the faculty team is essential in order to create a learning community that truly engages in interdisciplinary inquiry. Julie Klein and William Nevell (1997, 393) have defined interdisciplinary study as "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession." Arguably, this definition could be expanded to read "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline, profession, *or individual*."

While it is certainly possible for a single person to incorporate multiple disciplinary perspectives around a particular question or topic, a genuinely integrated learning experience must involve dialogues among individuals with different areas of expertise. It is all too easy to underestimate the narrowness of our disciplinary perspectives and the disciplinary assumptions and values

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[1] I would like to gratefully acknowledge the helpful comments of Elizabeth Gunn, John O'Connor, David Tritelli, and Ashley Williams in earlier drafts of this paper. Please address all correspondence to Kimberly K. Eby, Ph.D., New Century College, MSN 5D3, George Mason University, Fairfax, VA 22030-4444 or email at keby1@gmu.edu.

[2] The first year experience for NCC students is 32 credit hours, satisfying most of the university's general education requirements. The first year is conceptualized as a whole, with each of the four 8-credit courses lasting only seven weeks. For more information about the program, please see the NCC website at www.ncc.gmu.edu.

[3] I am part of a community that routinely discusses many of these issues, so my analysis has evolved in part from the faculty team.

we take for granted. When there is commitment to and investment in the faculty team, a new set of discourses and practices emerge from the learning process that transcends a simply additive model of knowledge (Cornwell and Stoddard 2001). Or, as one of my colleagues so often says, "the whole is greater than the sum of the parts."

Practically speaking, the process of working together toward a common goal in a collaborative way requires considerable time and effort. For "Self as Citizen," for example, the faculty team begins reflecting on the learning community immediately after we finish teaching. After grades are completed, we have an all day debriefing session to determine which assignments and texts were particularly useful and engaging and to discuss where our expectations fell short and the possible reasons why. We also set future goals for the learning community and for ourselves, which are then revisited with our new team in the fall.

In addition to our own impressions, we draw on information gathered informally through conversations with students and from more formal sources such as portfolios and learning community evaluations. We begin meeting mid-fall semester, about once a week, and we meet multiple times a week in the two to three months prior to the start of the course. Finally, through the duration of the learning community, the team meets weekly to discuss the use of specific texts in the classroom, to share classroom assessment and active learning strategies, and to make decisions about student issues.

Equally importantly, I have found that it is essential that our faculty "learning community" combine "classroom" and "experiential" activities. For example, while we often get together on-campus for meetings and course preparation, we also meet off-campus to view and discuss films and texts, visit monuments, or relax at a bar or restaurant. One of my primary goals as a team leader has been to develop a social network and a strong sense of community within the teaching team to facilitate greater investment in the teaching and learning process. My experiences have led me to believe that these social relationships play a significant part in helping us find intellectual common ground. As Barbara Leigh Smith (2001, 133) succinctly writes, "Ultimately the learning community effort is about relationships."

Faculty Preparation

There are two necessary and complimentary steps for interdisciplinary teaching and learning. First, faculty must develop what I call disciplinary self-awareness and, second, faculty must become learners. Developing disciplinary self-awareness can be a difficult and intense process, especially for faculty who are particularly entrenched or wedded to their disciplinary roots. Being aware of the limitations of one's discipline is critical to interdisciplinary inquiry and central to creating new integrated knowledge. Disciplinary self-awareness also involves becoming open to the idea that different disciplines have different methods of inquiry and ways of establishing evidence and credibility.

Becoming a learner is the second important aspect regarding sensitizing, or socializing, faculty to work on collaborative, interdisciplinary teaching teams. This is often particularly challenging because it entails stepping out of the expert role into which most of us have been socialized and abandoning the comfort and safety that accompany that status. This newfound vulnerability is ironically both frightening and freeing. It is frightening because, as academics, so much of our identity has been tied to achieving a sense of mastery. However, once one (or shall I say *if* one) makes peace with the novice role, the sense of excitement and freedom that comes from understanding the possibilities for learning are extraordinary.

In struggling to understand colleagues' ideas, the naïve question is perhaps the most important because it forces us to move beyond our disciplinary language and to make clear our assumptions. These cross-disciplinary discussions that happen "outside of" disciplinary language often move us toward discovery of and engagement in the genuine intellectual question, to use a phrase I was introduced to by one of my colleagues. In becoming learners we must not only accept the different practices and beliefs of others, but also reformulate our practices and beliefs to include and integrate multiple disciplinary perspectives.

Becoming a learner also considerably enhances pedagogical knowledge. Although a different kind of risk-taking than moving beyond our disciplinary familiarity, it is similarly challenging. Teaching is much more public in interdisciplinary teaching teams as faculty share a classroom, model the learning process for students, and discuss various teaching and learning strategies.

There are three important outcomes for both individual faculty and the team when members willingly work to develop disciplinary self-awareness and agree to become learners. First, members find that they develop further clarity about what they believe and why. Second, faculty gain critical insight into what students might need as they struggle with unfamiliar ideas and language. For instance, we as faculty discover that the most effective way of engaging students in a particular idea is completely unrelated to our disciplines! Developing an awareness about which way of knowing might be most effective given a particular pedagogical goal is an example of how becoming a learner enhances teaching. A third outcome is that the team creates new knowledge that integrates and moves beyond individual perspectives. This integrative knowledge is the real value of the intellectual work of the group. Essentially, through the collaborative process, we practice and mirror the kind of knowledge acquisition and integration that we hope the students will engage in as members of the learning community.

Student Preparation

To prepare students for this kind of interdisciplinary learning environment, one must understand that students, like faculty team members, are taking a risk. Often, students who choose this particular type of curriculum are doing something very different than their peers. This sense is heightened for our students at NCC because George Mason University offers both more traditional, disciplinary and more innovative, interdisciplinary curricula.

At NCC, we talk with students about the development of complex ideas and questions, and we share the process of developing our thinking about these issues. Faculty discuss the different perspectives that members are likely to bring because of our varying fields of study and life experiences. Indeed, the first learning community of the first year sequence is centered around understanding a sense of self and the different ways of learning and knowing. This kind of intellectual engagement is demanding and both student reports and faculty experience teaching in other areas of the university suggests many other students (here and elsewhere) are not engaged at the same level of intensity.

> Integration of knowledge is, in fact, quite an ambitious goal. And if it is difficult for faculty (and it is), it is also difficult for students.

The risk students feel is produced by choosing a path so different from that chosen by many of their peers as well as by the ambiguity and complexity that arise from this type of discovery-driven inquiry. This sense of risk seems to be particularly heightened for first-year students, who sometimes get frustrated at the lack of one "right" answer—although many of them find this learning and questioning process exciting. Not only does the choice seem risky, but it is also hard work.

Active learning environments force students to take greater responsibility for their learning. Moreover, the different levels of student intellectual and cognitive development tend to produce greater feelings of risk and discomfort for some students than for others. We do, therefore, sometimes see resistance to the pedagogy because of the ambiguities, complexities, and effort involved. Understanding student perspectives about the learning experience is essential to helping them negotiate their way successfully through the experience. When they turn in their first-year portfolios, upon their return to campus their sophomore year, and during reflection and writing for their graduation portfolios, students inevitably recount this learning experience in positive terms and report a strong sense of accomplishment.

Meta-Teaching

Finally, it is essential to regularly step back and reflect on the big picture. Integration of knowledge is, in fact, quite an ambitious goal. And if it is difficult for faculty (and it is), it is also difficult for students. Periodic reflection and examination of the key ideas and questions must be built into the course. While there are a number of strategies for doing so (e.g., reflective writing, small group and classroom discussions, integrative essays, research reports), I am repeatedly surprised at the response to and value of returning to the big picture. Students do not necessarily see all the connections—even when faculty believe the connections have clearly emerged in seminar discussions. It is consequently good practice to return to the overarching ideas and questions and ask students to consider how two ideas or readings connect, or how a reading/assignment relates to the course. As I have learned from one of my colleagues, one of the most valuable teaching strategies for promoting integration is to ask students the following question, 'Why are we reading this text in this course?'

Assessment

While a full discussion of assessment issues is clearly beyond the scope of this essay, I do need to acknowledge the complexity of assessment. In "Self as Citizen," as in all of the NCC learning communities, writing is integral to the teaching and learning experience. We ask students to write in a variety of genres—e.g., rhetorical analyses, poetry analyses, thematic analyses, abstracts, integrated logs, research papers, hypertext essays, and reflective personal responses. While mastery of the different genres is clearly not the goal (although students are at different levels of competence for each genre), we believe that exposing them to different kinds of writing and improving their knowledge about and proficiency in a variety of genres is important.

Moreover, many of their major writing assignments are integrative in nature. For example, throughout the learning community students are required to develop and refine their own working definition of citizenship using course ideas and texts. In addition to writing, students deliver public speeches, take cumulative quizzes, and perform group presentations. Finally, students construct portfolios in which they examine how and where integration took place.

Conclusion

Overall, the experience of integrated, interdisciplinary teaching and learning is powerful in a number of ways. It is particularly significant because of what they are being asked to do in the real world right now. Students in a variety of fields and internships are required to take a problem and think about it in new and intriguing ways. Facilitating integrative knowledge and collaborative practice in the classroom prepares students for the workplace. Moreover, as one of my colleagues keenly has noted, it prepares them for citizenship in a diverse democracy, where issues are complex and interests are in competition. We can help students to succeed in these learning environments by understanding that, from their perspective, they have made what feels like a risky choice. We can also enhance integrative learning by returning to the overarching themes and questions, or using a meta-teaching strategy.

Arguably, the process of collaborating on an integrated, interdisciplinary teaching team is as powerful an experience for faculty as it is for students. Without question, it requires enormous commitment. Not only is it time-intensive, but faculty must also develop disciplinary self-awareness and be willing to become learners. However, the learning that takes place as a function of the integration and generation of new ideas and as a function of sharing new pedagogical strategies is incredibly intellectually engaging and rewarding. In addition to resulting in a fulfilling teaching and learning experience, the process is also powerful because of the relationship-building component. It is nearly impossible to do this kind of collaborative work without coming to know each other well. Building strong collaborative relationships among faculty from different departments, schools, and colleges within the university enhances our personal experiences of our work environment and improves the university as a whole.

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Learning Communities and the Sciences

By Luther Brown, Director of Delta Center for Culture and Learning and Professor of Biology, Delta State University

"How should universities teach science, and what should undergraduates know when they leave?" (Mervis 2001)

This opening sentence from a recent section of *Science* magazine entitled "Getting More out of the Classroom" reveals the extreme depth of questioning that is driving current reforms in the science education community.

The answers revealed in this leading American journal include experiential learning, linking science with writing and reading, fostering inquiry while minimizing lecture, and exploring the consequences of ethnic and gender diversity to the discipline. This suggests serious reform in the teaching of science, and presents a view of science education that is radically different from that based on the white-coated, wild-haired white male lecturer represented in many popular parodies of the typical science class.

The newly developed SENCER Program of the Association of American Colleges and Universities provides further evidence of the direction of change in science education. SENCER, an acronym for "Science Education for New Civic Engagements and Responsibilities," is funded by the National Science Foundation and was developed specifically to help redesign science education in ways that make science knowledge meaningful to today's citizen students.

"Teaching [science] should be consistent with the nature of scientific inquiry." (AAAS 2001)

This statement from The American Association for the Advancement of Science's *Project 2061, Science for all Americans* (http://www.project2061.org/), reflects the fact that science is best learned by employing the same tools that make it so successful when answering questions about the physical world: inquiry, experimental design and implementation, analysis, interpretation, and any other reflection of the scientific question and answer protocol.

Unfortunately, these tools are sometimes taught rather than used, especially in the introductory courses that provide all of the science content that many students receive in their college years. Large lecture sessions provide fewer opportunities to "do" science than to "memorize." In other words, some of the current teaching of science—especially at the introductory level—is not consistent with the nature of science. Learning community approaches, then, are consistent with the nature of science and, therefore, provide many good opportunities to address this problem.

Active Learning

The sciences have, in some situations, long used elements of the learning paradigm—the pedagogical model according to which learning happens because students take the responsibility to explore issues themselves. Journal clubs and graduate seminars are classic learning paradigm situations in which students choose subjects they want to pursue and then chase down their own knowledge. At their best, these situations involve multiple sources of information, oral presentation of evidence and conclusions, and debate over interpretation. In fact, these situations are close to archetypal learning communities in some ways and clearly show that the learning paradigm does not need to be ungoverned or anti-deterministic, as it is sometimes portrayed to be.

More recently, introductory courses have emerged that take the same approach to learning. Eric Stokstad (2001), writing in the *Science* special issue mentioned earlier, gives several examples of new physics classes that are driven totally or largely by student inquiry and investigation. Some lack lectures entirely.

The students in these examples and in learning communities are empowered to explore and learn; they are not passive sponges of knowledge. They are responsible for their own learning and for the learning of their peers and even, to some extent, of their faculty. Faculty in learning communities, in fact, are learners still, actively engaged in the scholarship of learning rather than simply in the re-presentation of what is already known.

In fact, at the university level anyway, research plays this same role. Jerry Downhower, my own graduate advisor, always defended the emphasis that Ohio State University placed on research by arguing that research is how faculty create new knowledge. In its absence, all that remains is the presentation of the already known. In this regard, faculty research and research assistance by students can also be part of a learning community approach, as many research labs, scholarly organizations, and graduate student seminar/journal clubs illustrate.

Tipping Over the Font of Knowledge

The archetypal learning community purposefully breaks down the traditional walls between the teacher and the rest of society. This is a key reason why learning communities are such ideal vehicles for teaching science more effectively for all students. This is an inevitable consequence of the full acceptance of the learning paradigm. If the teacher is no longer the font of knowledge, then there must be other fonts—including people from the greater non-academic community, schooled or unschooled, who have expertise in the subject matter. This may or may not be a bigger problem for the sciences than for some other fields. Medical practitioners, educators from different institutions or levels, practicing chemists, surveyors, pharmacists, or common citizens with special interests in rock collecting, fossils, bird watching, horticulture, or astronomy may all be sources of information.

> Evolutionary biology has more in common with history than it does with other sciences. But when would an evolutionary biology class include a presentation by a historian?

Science never exists in a social vacuum. Politicians, religious leaders, advertising agents, and lawyers all conceptualize science every day and might be valuable resources for students involved in learning about science. I'm thinking particularly of my struggles to teach evolutionary biology in Virginia where, in some counties, the very word "evolution" is never mentioned in many high school classes. A process that, to me, appears to be solidly factual and backed by immense bodies of experimental knowledge may be a rude slap in the face to students who have never read the word in any science text nor heard it mentioned in any previous biology class. A discussion of the reasons for this is not likely to be strictly scientific. Current public debates over everything from human stem cell research to the reliability of DNA evidence in criminal trials to the irradiation of food and the consumption of genetically modified crops illustrate the ways in which science and non-science regularly interact to affect the courses of both science itself and society as a whole.

A Collegium of Learners

At their best, learning communities are almost always interdisciplinary and often involve team teaching. The sciences have become increasingly divided into disciplines, many of which are quite artificial. Of course the departmental structure of modern universities promotes, or even

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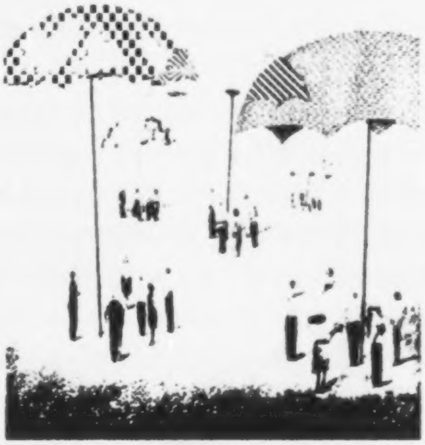
mandates, this division and forces every department to worry about its own budget and FTE. In some cases, this division almost certainly discourages learning by isolating topics and preventing students from seeing the connections between processes and patterns. How many biology students really think of chemistry as a part of life and how many natural science students are observant enough to really recognize the significance of mathematics as a descriptor and modeler of real processes?

Ernst Mayr (1993), widely recognized as one of the founders of evolutionary biology, has pointed out that evolutionary biology has more in common with history than it does with other sciences. But when would an evolutionary biology class include a presentation by a historian, even on the subject of what a "history" is or how we reconstruct a history from evidence? For that matter, the scientific method is almost always taught as beginning with observation, which happens to be the same first step in the creation of any work of art. Yet artists are almost never involved in even the most introductory science classes (or visa versa, of course). Learning communities are ideal for overcoming these disciplinary barriers that stand in the way of comprehensive and powerful learning.

The Importance of Learning to Learn

We scientists already use some of the learning community tools and approaches, but we do so only in particular types of classes and only under very controlled circumstances. It is almost as if we trust our seniors and our grad students to choose journal articles on their own and to pursue their own knowledge, but we think our freshmen can only be taught by lecture and canned lab performances. I sometimes think that the inscription over the entry to our science buildings is "Questioning minds allowed only if you didn't fail organic chemistry, calculus, and physics."



Maybe this is necessary. Or maybe it is just the way things have always been done. Team teaching, empowering students, stimulating creativity and demanding that students question the authority of information sources are all scary to faculty and students alike. In addition, they usually require that administrators manage faculty workloads creatively and evaluate faculty performance in new ways. At the same time, national organizations like the Association of American Colleges and Universities and the American Association of Higher Education are strongly promoting learning community approaches, and funding agencies are providing the funds required to retool many campuses.

Under the teaching paradigm, education is sometimes reduced to "imparting knowledge." Yet knowledge changes so rapidly today that education must now also mean "providing the tools to continue learning in a world that changes continually." Some of these tools will still be the terms and relationships that we've always taught in standard ways. But other tools will be the kinds of creative and investigative explorations that learning communities encourage and that the learning paradigm promotes.

The sciences should not let the humanities lead the way in changing the way we do business. It is in the sciences, after all, that knowledge changes most quickly and that old approaches can be thrown away when they no longer work. Maybe it is time that we experiment a little ourselves—maybe even on ourselves—and try new approaches to learning.

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Transforming Undergraduate Education

AN INTERVIEW WITH RICHARD GUARASCI

Peer Review: *The Wagner Plan radically changed the general education program at Wagner College. What prompted you to make this change?*

Richard Guarasci: Institutional transformation and a signature academic curriculum were our primary motivations. The more specific motivations were a fairly non-descript freshman program that did not inspire anybody, witness a freshman retention rate of 75 percent, and, the previous accreditation review cited the College for its lack of attention in this area. The biggest motivator of all, however, was that Wagner was a financially-strapped institution and needed to have a curriculum that was not only educationally powerful but that generated more net tuition revenue.

PR: *What has been the financial impact?*

Guarasci: The financial impact has been dramatic. Our overall operating budget has increased rather significantly due to increased enrollment. This was generated by both a significant increase in admissions of students and through greater retention. We increased our retention rate by about twelve points, which impacted the academic budget significantly. We were able to then expand the number of full-time faculty from about eighty to ninety-five, the quality of the library, transforming it into the center of learning on campus. In addition, we have been able to support more faculty and professional development.

PR: *Learning communities are not only a significant part of the general education plan at Wagner, but they also intersect with the majors. Why did you decide to make that innovation and how exactly does it work?*

Guarasci: The process of searching for a new provost led the faculty and the institution to want a strong academic leadership, resulting in dramatic curriculum development. We needed a comprehensive approach. We refocused on the entirety of the undergraduate experience—both academic and co-curricular. We built a plan that had a place for the major within it. The learning communities just seemed to be the least resistant and yet most powerful curricular architecture I could find to accomplish that, since it directly linked the disciplinary courses into a coherent general education learning experience.

We've now had three versions of the freshman program and two versions of the intermediate program. The "pioneers" are the current seniors, the first class through the Wagner Plan. They're now in the first version of the senior program which links two courses in the major—one a summative course, one a reflective tutorial with 100-plus hours of field work and a senior writing project. This culminating experience draws heavily upon the interdisciplinary training gained in the general education. Our assessment data strongly suggest that it is working quite well. Many of the same people teaching in the first-year program learning com-

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Richard Guarasci is Provost and Vice President for Academic Affairs at Wagner College. He holds the rank of Professor of Political Science and teaches in the areas of democracy, citizenship, and American diversity. At Wagner, Dr. Guarasci founded the Wagner Plan for the Practical Liberal Arts.

munities are also teaching in the senior program.

PR: What kind of assessment do you do?

Guarasci: We do two kinds of assessment. We use qualitative and quantitative approaches. Students are asked how much they think they're learning and how much they think they're improving in such areas as writing, reading, critical thinking, and in understanding civic values and responsibilities. We ask them if linking the two courses increases their learning of each subject. Secondly, we randomly select 65 student portfolios to assess their actual growth over four years. We also have other forms of assessment in disciplinary and general education programs against the stated goals of both general education and the major. An elected faculty assessment committee oversees this work. Finally, we ask our community partners to assess our program as well. We'll move towards an employer assessment once two classes complete the senior program.

PR: Would you identify some of the most successful strategies for working with faculty to develop the plan as well as for getting faculty onboard and adjusted?

Guarasci: First of all, to say the obvious, all of what you want to know about changing your institution begins with your local context. It is important to understand the heritage, the mission, and the immediate sociological and political context for change at your institution. Secondly, you have to know the stakeholders, from students and trustees all the way to the different faculty interests. Those involved in curricular change need to make a map of all those involved in the process of change. Most people don't see the width of it. There's also an extensive literature on curriculum and curriculum change. You have to read it to understand that you're part of a national dialogue and a national experience. One would not go about doing serious work in one's discipline without researching the significant issues and perspectives. These are the three most important challenges at the outset.

To be successful at not only designing and implementing but also transforming undergraduate education, three critical pieces are the use of assessment, its employment in curricular and pedagogical revision, and a very significant program of faculty development.

PR: The Wagner Plan also includes a significant experiential learning component. Why is this so important?

Guarasci: It was essential for us because Wagner is located in Staten Island, one of the five boroughs of New York City, and it faces back to Manhattan and Brooklyn. Previously, it took no particular note of its location in the way it educated students. I had asked during my interview and then repeatedly through my first days on campus, "Why would I send my own children to Wagner College?" I wanted to hear from the Faculty and from everybody else what they thought we were actually doing. When they gave me the answers, which were vividly in support of the merits of a small liberal arts college, I would respond by saying, "Those are essential answers but not adequate. You've told me

THE WAGNER PLAN

FIRST YEAR PROGRAM

In the first year, students complete nine courses, including their Learning Community (LC). Combining two interdisciplinary classes with a writing-intensive Reflective Tutorial and field experience, the LC is the cornerstone of the first year.

INTERMEDIATE YEARS

A two-year sequence of courses to include many core curriculum requirements in a breadth of disciplines, and anchored by the Intermediate LC comprised of two courses.

SENIOR PROGRAM

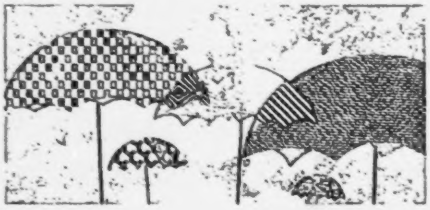
The capstone experience of the Wagner Plan, the Senior Learning Community combines a summative course in the major with a Reflective Tutorial and field-based internship or applied learning components and senior thesis.

For more information on the Wagner Plan, see www. wagner. edu/prosstud/ugradstud/ wagnerplan.html why I should send a child to this type of college but not this particular one." I argued that, if you link yourself to your surroundings—both the natural surroundings of New York City and also the surroundings of the immediate community—you could more carefully realize your mission of deep learning, civic engagement, and reflective practice within a liberal education. It is essential to have a real place for liberal education to be practiced, so to speak. If students are considering attending Wagner, it's because we have a certain type of liberal education that takes advantage of our location by involving students in the very communities in which they're learning and residing.

PR: *What is the relationship of community partners to the program?*

Guarasci: Students perform approximately 30 hours of fieldwork in teams linked to what they're studying in reflective tutorials during the freshman year. In the senior program, students are required to complete 100-plus experiential and community-based learning informed by the following questions: What does it mean to be a responsible, reflective practitioner in this discipline? What does it mean to be able to employ what you've learned in the specialization requirement within the context of the broader aims of a liberal education in a pluralist society?

Wagner College now maintains well over 120 community partners in Manhattan, Brooklyn, and Staten Island. This work is coordinated by an office of experiential learning. Faculty members work with this office as their integrate classroom and field experiences. It is critical to establish reciprocity among students, community partners, and faculty members. Learning needs to occur in both directions.



All of what you want to know about changing your institution begins with your local context.

PR: *Could you talk a bit about the critics of the plan? There must be people on campus who are critical of the plan, and its implementation must have provoked some amount of dissent among faculty and administrators. What do the critics say?*

Guarasci: The Wagner Plan was adopted very quickly after intense conversation around public documents. When we actually came to an appointed meeting to vote there were about twelve faculty out of the 80 who were opposed based on the speed of implementation. To them, it was happening too fast, and it was inspired by a new academic officer—even though a team of 18 faculty proposed it. The Wagner Plan was adopted by an overwhelming vote, 60 to 12 with some abstentions. And at the end of that vote, the entire faculty gave themselves a standing ovation—including the opponents—and half of those decided to teach in the freshman program in its initial year. Now 90 percent of the full time faculty teach in the Wagner Plan.

Because we use assessment so vividly and so publicly, people are able to be constructively critical. We are always in revision. For instance, we revised the experiential component after one year to be a little more open and pluralistic than it was when we originally designed it. The faculty critics saw that we were willing to proceed democratically and openly.

PR: *Included among the many markers of success is the recent recognition from* Time *magazine. Congratulations.*

Guarasci: Yes, *Time* magazine picked its colleges of the year, and Wagner College was noted as one of the four liberal arts colleges recognized for its first-year program. I value that because it is an earned honor and not just a marketing ploy. And this is a moment in which Wagner takes seriously the challenge for coherence and efficiency in redirecting teaching and learning toward measurable educational outcomes. For Wagner, that means placing reflective practice at the center of a practical liberal education.

Making a Difference
AN INTERVIEW WITH DAVID SCHOEM

Peer Review: *What is distinctive about the Michigan Community Scholars Program (MCSP)?*

David Schoem: The core focus of our program is "community." By integrating the ideals of learning communities with those of community service learning, we create an environment that fosters academic success and prepares students to be active participants and leaders in a diverse, democratic society.

There are three dimensions that we bring to our community focus. First, we provide academic coursework, through first-year seminars and other classes, that provides an intellectual grounding on issues of community and moves students to think seriously about complex community issues from different disciplinary perspectives. Second, we take our students into the community to do good and necessary community work and we bring them back to the classroom to reflect on their experience. And third, because it's a residential community with a student population that is about 50 percent Students of Color and 50 percent White Students, we have the opportunity to attempt to model what a diverse, democratic society should look like. How, in our everyday lives, do we live the values that we've been thinking about in the classroom and that we've been critiquing and observing in the work we're doing in the community?

The program emphasizes "making a difference," and that, I think, differs from many other learning community programs. Our program has a distinct purpose. The students who apply to our program have been involved in community service projects or in "giving back to their communities," and they want to continue to be involved in society and to have an impact. I don't mean to imply that students in other programs don't want that as well, but I don't believe it's an explicitly stated emphasis in most other programs.

PR: *What kind of relationship do the community partners have with the program?*

Schoem: We're trying very hard to forge a different kind of relationship with the community, one based on equality and mutual respect. We believe we can learn from the community just as the community can learn and benefit from contact with our program. We send our students out into the community for all types of community service learning projects, ranging from the arts to the environment, from economic development to housing, and from schools to health care. But we also recognize that the community has a great deal to offer the university. So we are bringing the community into the university and into our program to consult with us, be involved in the program, and give us guidance.

For the first two years, we had a faculty seminar that was very stimulating because the faculty came together from many different disciplines and from both undergraduate and professional schools. Our faculty were eager to focus on the theory

David Schoem is the Faculty Director of the Michigan Community Scholars Program at the University of Michigan. He is the editor (with Sylvia Hurtado) of the recently published, "Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace" (U of Michigan Press). For more information on the Michigan Community Scholars Program, see www.lsa.umich.edu/mcs and pedagogy of community, yet it was very clear when we gathered that the absence of people from the community prevented us from having the benefit of their rich, grounded experience and insights about community issues and thus limited our discussion.

As a result, this year we have reframed this discussion as the "Faculty/Community Partners Seminar," and we have invited ten community partners to join our fifteen faculty. Five of the community partners are people whom individual faculty have invited into their classrooms to assist them in teaching their first-year seminars. The other five are representatives from community agencies who work closely with our students and our program.

PR: *Active faculty involvement is often identified as a challenge for these kinds of programs. Have you found that to be the case with the MCSP?*

Schoem: It's certainly true that faculty involvement in (residential) learning communities is a long-standing, historic issue across the country. But, in fact, we've had a different experience in the Michigan Community Scholars Program.

The faculty who have chosen to be a part of MCSP are searching for this deeper ideal of the scholarly community. Many faculty have come into the profession thinking that the university would provide this kind of community, but they have not found that to be the case in their departments, disciplines or colleges. They are looking for an academic home that equally values and rewards both teaching and scholarship. They're looking for an environment that embraces intellectual and social diversity and cross-disciplinary collaboration as well. The faculty want their classes to be much more diverse. They seek colleagues who also have as their intellectual and social focus issues of community, however varied their perspective may be.

Our program reaches out to faculty and we say, "Let's create that scholarly community. Let's come together—students and faculty (and community partners) alike—and learn together and be partners in learning across disciplines, with this focus on community and with a diverse faculty and student body." MCSP is an attractive alternative to many faculty, and in many respects, it becomes as important a community and academic home for some of our faculty as it is for our students.

PR: *What are the challenges posed by the program's status as a residential learning community? What are some of the social, as opposed to academic, benefits for students?*

Schoem: The residential learning community harkens back to the Oxford model of the scholarly community, the idea of a vital community of learning. That deeper sense of community, one built upon learning and scholarship, was always held out as an ideal for serious scholars, and many faculty and students still long for the university to model itself after that ideal. My own view is that the residential learning community has the opportunity to further develop this ideal and help our campuses return to it in a genuine way.

Community takes time. It takes time to develop relationships. It takes small classes where students know each other and where students and faculty interact with one another around meaningful concerns. The residential learning community allows for ideas taken from the classroom to be talked about in the dining hall, in students' rooms, and back on the floors in the residence hall in the evenings.

One of the important values of residential learning communities, that Ted Newcomb identified years ago, was that on most of our campuses students live in separate worlds. One is the world of ideas, and the other is the world of social experience. But on most of our campuses there's very little connection, opportunity, or place for those worlds to connect. What we're trying to do in our program, with the support and sponsorship of academic affairs and students affairs through the College of Literature, Science and the Arts and the University Housing Division, is to bring these worlds together so that they experience them as being fully integrated. Our administrative structure includes, in addition to my role as Faculty Director, the position of Program Director, that is filled by Penny A. Pasque. In MCSP, faculty come into the residence hall, teach their courses here, have office hours here, often eat in the dining room with students, take students out to concerts, and go out into the community on community service projects with students. There's an entirely different relationship between students and faculty and it sets a whole different tone for what college life is all about. Our students think about ideas from their courses when they are outside of the classroom, and they relate them to the many other dimensions of their lives.

***PR:** Does the program's focus on civic engagement attract students?*

Schoem: We attract students who want to make a difference in society. Yes, the focus on civic engagement is a central focus of the program's appeal. Not surprisingly, our admissions office is very enthusiastic about the program as a recruitment tool. A great many high school students today are involved in community service—whether it's a graduation requirement, part of the National Honor Society, part of the Key Club, church group, or whatever. Some students in high school are doing this work because it's a requirement. But there's also a substantial number who have a deep, intrinsic commitment to this work and want to continue and deepen that commitment in college.

The literature on civic engagement shows that overall there's a decline in student participation and interest in civic life throughout college and beyond. Students are coming to our universities with greater interest in civic life and public affairs, yet as they exit college, their commitment has decreased.

***PR:** Why do you suppose that is? Is that because they're not finding an outlet?*

Schoem: There's considerable debate about this and the exact cause for the decline is not clear, but apparently the trend does continue as people graduate college and move into their professional careers. It's important that we find a way for students to view community service and civic engagement as something more than a high school requirement but as meaningful work, essential for building and sustaining a strong democracy. We hope that our approach to civic engagement, through courses, community service learning, and an emphasis on modeling community within MCSP will change this pattern for our students.

In MCSP we provide numerous opportunities for student leadership and involvement. It is part of our philosophy that students should feel ownership of the program and program activities, including community work. We know that this sense of ownership is what makes these programs most successful and helps to deepen students' commitment to community involvement. Our students facilitate discussions in our one-credit transition course that focuses on identity and community, and they also facilitate discussions in community service learning courses and in intergroup dialogue courses. We also have about thirty students who serve as Resident Advisors, Community Service Peer Advisors, Programming Peer Advisors, and Peer Mentors. Our students have full responsibility for the MCSP Programming Board, its leadership, budget, and program activities. Students believe that MCSP is their program, and they can reshape it each year to give it new direction and focus.

***PR:** Do you have any data on outcomes? For example, has the program produced a measurable increase in students' sense of involvement? Has it impacted recruitment and retention rates?*

Schoem: Since we're such a new program, at this point we only have anecdotal evidence, no hard data. We hope to begin collecting data this year. We do have a lot of students who spend a significant amount of time with us. They take a course with a faculty member one semester and, in the next semester, they take a second course with the faculty member or do independent study projects. Our students are setting up community service learning projects on their own. They're coming back to our program to help facilitate courses and they're beginning to take leadership roles elsewhere on campus. Students are engaged in the program, they routinely hang out in our offices, and alumni of the program have requested that we form an alumni organization to find ways for them to stay involved.

We also are finding strong interest in our program from other university units. This year we've received internal university funding for a new component of MCSP, called Lives of Urban Children and Youth, or the LUCY Program. It's an outgrowth of a course taught by Stella Raudenbush and Joe Galura with community partner Deborah Duranczyk and will eventually enroll forty first- and second-year students in a series of courses and community service learning experiences linked to the experiences of urban children and youth. We are working closely with other units, such as the Program on Intergroup Relations, Conflict and Community, Arts of Citizenship, Ginsberg Center for

Community Service and Learning, the School of Natural Resources and the Environment, and others.

We've tried to identify in the research literature the different elements that have been shown to be particularly helpful in terms of student academic success and to incorporate them into the program. There is, for example, literature that says students fare better in learning communities and when enrolled in first-year seminars. Students in MCSP also enroll in a one-credit student transition course in their first year, and they're required to meet with their faculty during office hours early in the semester. We offer workshops on time management and stress reduction, hire subject tutors, and organize students who want to form collaborative study groups. And students are further engaged with the institution through community service or community arts activities.

Because we're seeing students in the classroom and outside of the classroom, there's a kind of informal but active safety net built in. Faculty, students, and resident and peer advisors will come to us and say, "I'm a little worried about this student. I don't know if they're going to make it." And we do individual follow-up if we think somebody's not going to make it through the semester or if somebody's not doing as well as they would hope to. So our sense is that we're having considerable good success. But I don't have any hard data at this point in time.

PR: *You said that you plan to do some assessment this year. What kinds of data will you collect and how do you plan to assess the program?*

Schoem: We can do a certain level of assessment within our current budget, but we plan to seek external funding to do more extensive research. We want to determine the academic success of our students and we're hoping to match our incoming students with a control group based on high school grades and test scores when students entered into the university. We'd like to monitor this data over the course of their undergraduate experience at Michigan.

> This is a moment when we have an opportunity to capture student interest in being involved in the larger society.

We'd also like to collect some short-term and longitudinal data on our students' attitudes and levels of community involvement and civic engagement, both during the college years and beyond. We would like to collect both survey and qualitative data.

PR: *What are your overall goals for the program?*

Schoem: The idea of building a well-educated, critically thinking, strong, diverse, and just democratic society forms the context of this program. We have a very bright group of students who are eager to learn and be challenged intellectually. In addition, students tell us that they seek to broaden both their intellectual and social worlds during college. In this period of declining involvement in civic life, this is a moment when we have an opportunity to capture student interest in being involved in the larger society. In MCSP, students can learn and gain direct experience in living, studying, and building a community that is diverse across different backgrounds by race, religion, class, sexual orientation, etc.

The challenge facing America is whether we, as a nation, are going to be able to move significantly forward as a diverse society that is socially and economically just for everyone, across all our different backgrounds. Here in MCSP our students are thinking hard about these issues, and they are beginning to learn how to live in a just, diverse community. I think they will look back at some point when they are professional leaders in fields such as business, education, health care, or law and say, "I had an experience for a few years during college where I learned and lived together with people from all different backgrounds. I learned skills for constructively addressing conflicts. I studied and worked on community service projects with people from all different backgrounds, and many of those same people are still today my colleagues and friends. I want to make a difference in all of my communities—in my neighborhood, my workplace, my country and the world." If that happens, I think we will have made a positive and important impact on society.

How Learning Communities Affect Students[1]

By Nancy S. Shapiro, Vice Chancellor of Academic Affairs, University System of Maryland, and Jodi H. Levine, Assistant Vice Provost for University Studies, Temple University

Achievement and Retention

Several studies illustrate that participation in learning communities has a positive impact on student achievement and retention (Tinto, Love, and Russo, 1993). Although we focus on evidence and not research design and methodology, it is important to note that retention and achievement studies typically control for background differences. In addition, results can be reported at different levels: for the overall program or for narrowly defined subgroups of participants.

Temple University. Temple University implemented learning communities in 1993 and began tracking retention rates in 1995. Learning communities students are categorized by cohort—the fall semester of participation. Initial studies revealed that participants in the fall 1994 and fall 1995 cohorts were retained to their second year at rates 2 to 3 percent higher than that of nonparticipants. The most recent study focused on the fall 1996 cohort, the weakest cohort in terms of entry characteristics (measured by SAT-Verbal, SAT-Quantitative, high school percentile, and first-semester grade point average). That study revealed that learning communities participants were retained to the second fall semester at a rate 5 percent higher than a comparison group of nonparticipants.

University of Missouri-Columbia. Researchers studied students' academic records to determine if participation in FIGs [freshman interest groups] was associated with higher levels of academic achievement and persistence (Student Life Studies Abstracts, 1996). Students in FIGs coenrolled in three courses and lived together on the same floor of a designated residence hall. Using grade point average as an indicator of academic achievement, students in the 1995 FIG cohort earned a mean grade point average of 2.89 compared to a mean of 2.66 for nonparticipants. Grade point average differences were even greater after controlling for entering ability. The study also demonstrated that participants in FIGs had higher rates of retention: the FIGs students in 1995 had a one year retention rate of 87 percent compared to 81 percent for nonparticipants. A longitudinal study of this same cohort demonstrated a 12 percent higher retention rate over nonparticipants after three years.

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Intellectual and Social Development

Since Perry's early work (1970) researchers have been curious about the nature of students' cognitive and intellectual growth. In 1992 Light reported his findings about student engagement in learning in the Harvard Assessment Seminars. Several of these findings are particularly relevant for learning communities. Light found that "interactive relationships organized around academic work are vital" (p. 8) and recommends that colleges create opportunities to help students work collegially. A second finding was that students value writing skills, and those who reported the most improvement in their writing worked with their teachers and peers in particular ways. A third finding highlighted the importance of academic advising. Advisers can play an important role in helping students reach decisions that will shape their college experience.

To collect evidence on intellectual and social development in learning communities, researchers have asked a number of questions: How does participation affect students' intellectual and social development? Are students learning to think in different, more critical ways? Do participants report that they are more comfortable learning from peers or interacting with students whose backgrounds are different from their own? And, perhaps most important, are learning communities—which by design rely on collaborative, interdisciplinary learning and more integrated ways of knowing—more likely to foster students' cognitive development than traditional educational systems? Several studies relied on the Measure of Intellectual Development, adapted from Perry's scheme of development, to answer these questions.

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[1] *Reprinted from* Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs. *(San Francisco: Jossey-Bass, 1999). This material is used by permission of John Wiley & Sons, Inc. For references, please see the source publication.*

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Daytona Beach Community College. The QUANTA Interdisciplinary Learning Communities Program at Daytona Beach Community College is a two-year program that enrolls students in a year-long freshman learning community experience linking an English, psychology, and humanities course around a common theme. An objective of participation is to help students develop critical thinking skills and "an attitude of open-mindedness, curiosity, and creativity" (Avens and Zelley, 1992, p. 4).

Researchers measured participants' cognitive development using the Measure of Intellectual Development developed by Knefelkamp and Widick. They began with the hypothesis that "participation in this collaborative active learning environment will result in greater movement along the Perry Scale of Intellectual Development than is usual in traditional classes" (Avens and Zelley, 1992, p. 9). In this study, students wrote three essays over the course of the academic year in response to a question on classroom learning, decision making, or career plans. Essays were compared at the beginning and end of the fall term and from the beginning of the fall term to the end of the winter term, to determine if students showed movement along the Perry Scale. Seventy-six percent of the students experienced a change of one-third position or more, 50 percent progressed a position of two-thirds, and 10.5 percent made a positive movement of a full position or more. When compared to results from a study of national norms, QUANTA students showed a greater movement along the Perry Scale than did students in traditional classes.

University of Wisconsin (Bradley Learning Community). Researchers working with the Bradley Learning Communities program described what they called the "Bradley Buffer"—an effect of participation on students' transition to the university (Brower, 1997, p. 6). They believe that participation buffers students from the disappointments and setbacks common in the first year, for example, drops in measures of self-esteem and self-efficacy. The Bradley study revealed that learning communities students experienced less of a decline in academic self-esteem and self-efficacy than did other freshmen.

Student Involvement

Student involvement is the extent to which students become involved with various environmental variables—characteristics of institutions, curriculum, faculty, residence, financial aid, and peer groups—and how this involvement affects their development (Astin, 1993). Important evidence of student involvement can be developed from information on how students interact with their peers and teachers in and out of the classroom. Several of the studies summarized here revealed that learning communities students adapt more quickly to the college classroom environment. They are more likely to participate in class discussions, raise questions, and seek an instructor's assistance than are nonparticipants. They report greater satisfaction with their classes and teachers. They are also more likely to participate in a range of academic and social activities (Tinto, Love, and Russo, 1993).

University of Southern Maine. An end-of-year survey revealed that Russell Scholars participants spent more time participating in organized activities than nonparticipants and the greatest amount of time talking informally to other students. According to Johnson and King (1997), these findings were statistically significant. Participants were more likely to cite "to become actively involved in student life and campus activities" as a goal than nonparticipants. This was the least-cited goal for nonparticipants.

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University of Wisconsin (Bradley Learning Community). An end-of-year evaluation of student participating in the Bradley Learning Community revealed that Bradley students reported greater satisfaction with the first-year experience than nonparticipants (Brower, 1997). They attended more "Wisconsin Welcome" (opening of the school year) activities and reported more frequent use of safety and transportation services. Bradley students were more likely to seek assistance from peer learning partners, the program's student residence advisers, and to contact professors. They were also more likely to become student orientation or Wisconsin Welcome leaders.

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AAC&U CALENDAR

January 23–26, 2002
Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent
Washington, DC

February 21–23, 2002
General Education and the Assessment of Student Learning: A Working Conference on Issues, Models, and Faculty Leadership
Dallas, Texas

April 4–6, 2002
Learning Communities: Promising Practices for Deepening Learning and Community Engagement
Atlanta, Georgia

April 18–20, 2002
Spirituality and Learning: Redefining Meaning, Value, and Inclusion in Higher Education
San Francisco, California

October 24–27, 2002
Diversity and Learning
St. Louis, Missouri

New FIPSE Grant to Support Project on "Liberal Education and Global Citizenship"

AAC&U's newest campus-based initiative, "Liberal Education and Global Citizenship: The Arts of Democracy" will mobilize colleges and universities to take leadership in preparing college students for global citizenship and the challenges that they face. The project's goal is to prepare future college graduates to become more informed, socially responsible, and engaged citizens of the nation and the world. Funded by the Department of Education's Fund for the Improvement of Post-Secondary Education, the initiative will assist colleges and universities in providing students with a sophisticated understanding of their increasingly interconnected but unequal world, still plagued by violent conflicts, economic deprivation, and brutal inequalities at home and abroad.

The project will involve administrators, faculty members, and student affairs professionals to develop new levels of intercultural competencies as part of the core educational goal of undergraduate college majors. In its first phase, "Liberal Education and Global Citizenship" will involve ten colleges and universities committed to designing new components within the undergraduate major that teach students about issues of globalization, involvement in community struggles for justice, and essential skills in the arts of inclusive democracy.

Updates and information about the project can be found at AAC&U's Web site (www.aacu-edu.org). A national call for proposals was issued in November 2001. To receive a copy of the call for proposals, contact Michelle Cooper, AAC&U Office of Diversity, Equity, and Global Initiatives (202/387-3760).

Templeton Foundation Grant to Support AAC&U Pre-meeting Symposium

AAC&U received a $27,000 grant from the John Templeton Foundation to help support a pre-meeting symposium at its 2002 Annual Meeting in Washington, DC. The symposium on "Liberal Learning and the Challenge of Uncommon Values" will be on January 23, 2002. A special spring 2002 issue of *Peer Review* will also be focused on this topic and supported by the grant.

New Publications

Gender, Science, and the Undergraduate Curriculum: Building Two-Way Streets emerges from the work of ten institutions involved in AAC&U's curriculum and faculty development project, Women and Scientific Literacy: Building Two-Way Streets. (Edited by Caryn McTighe Musil)

The Status of General Education in the Year 2000: Summary of a National Survey summarizes the results of an extensive survey conducted by AAC&U staff and the Center for the Study of Higher Education at The Pennsylvania State University. (By James L. Ratcliffe, D. Kent Johnson, Steven M. La Nasa, and Jerry G. Gaff)

General Education in an Age of Student Mobility: An Invitation to Discuss Systemic Curricular Planning considers the challenge of designing a coherent curriculum for an increasingly mobile student population and asks how the integrity of individual general education programs can be maintained in the face of public pressures to simplify transfer. (Edited by Robert Shoenberg and other contributors)

For more information about AAC&U publications or to place an order, see www.aacu-edu.org/publications, e-mail pub_desk@aacu.nw.dc.us, or call 800-297-3775 (202-387-3760).

AAC&U'S NETWORK FOR ACADEMIC RENEWAL

LEARNING COMMUNITIES:

Promising Practices for Deepening Learning and Community Engagement

April 4–6, 2002 • Atlanta, Georgia

This conference focuses on the best practices for achieving sustainable learning community programs within a wide variety of institutional contexts. We will explore how learning in this dynamic, collaborative environment can deepen students' understanding, as well as their commitment to both the college/university and the civic community.

PRE-CONFERENCE WORKSHOPS

- Faculty Development
- Collaborative Learning
- Best Practices and National Standards for Experiential Education
- Problem Based Learning

SESSION TOPICS INCLUDE

- Making Learning Communities Central to the Institutional Mission
- Multiple Assessment Strategies
- Marketing Learning Communities
- Creating and Assessing Student Portfolios
- Cooperative Learning
- Resident Life Programs

POSTER PROPOSALS

Posters from a variety of learning community projects will be displayed during the conference. Poster Proposal forms will be available in November at the AAC&U Web site (aacu-edu.org), or e-mail: meetings@aacu.nw.dc.us.

CONFERENCE REGISTRATION

Registration will begin in November. Visit the AAC&U Web site at www.aacu-edu.org, phone 202-387-3760, or e-mail meetings@aacu.nw.dc.us

Conference co-sponsors include:

- The Washington Center for the Improvement of Undergraduate Education
- The Washington Center for Internships and Academic Seminars
- National Association of Student Personnel Administrators
- American Association for Higher Education
- National Society for Experiential Education
- American Association of Community Colleges

Who's Afraid of Globalization?

... Can We Talk?

By Daniel Moshenberg, Professor of English and Director of the Expository Writing Program, George Washington University

"'Well, Prince, so Genoa and Lucca are now just family estates of the Buonapartes. But I warn you, if you don't tell me that this means war, if you still try to defend the infamies and horrors perpetrated by that Antichrist—I really believe he is the Antichrist—I will have nothing more to do with you and you are no longer my friend, no longer my 'faithful slave,' as you call yourself! But how do you do? I see I have frightened you—sit down and tell me all the news."

Thus opens, in translation, Tolstoy's *War and Peace*. Anna Pávlovna Schérer welcomes Prince Vasíli Kurágin to her soiree, some evening in July 1805. In gesture and word Anna Pávlovna suggests and enacts the lesson that underwrites the entire magnum opus, namely that even in times of crisis, of war that does or does not lead to peace, real friendship and the equally real appearance of friendship override as they overwrite the fractures and ruptures that the history of nation-State and the estates of Empire impose and insist upon. The threat of dismissal and banishment is implied [if you don't ..., if you still ...]; the gesture of concern and friendship is concrete and realized [how do you do?, sit down and tell...].

Anna Pávlovna begins with fear and ends literally holding hands and encouraging speech, full and free. It is now the last week of September 2001. I was going to write a piece entitled simply "Who's Afraid of Globalization?" about the impending shadows of the actions and words around and within the IMF/World Bank meetings, about the too-swiftly receding shadows of the violence (I'd say police and State but we could debate that) of Genoa and Quebec, about the physical shadow of the nine-foot high, extremely expensive fence the Secret Service had 'gifted' the colonized peoples of Washington, DC. That essay was about globalization and the ways in which university, and in particular undergraduate, curricula rigorously divert our attentions from an engaged critique of the subject. That essay relied on a group of French intellectuals working in the mid-1970s.

In 1977, in response to the conditions of philosophy, philosophy instruction, philosophizing, and State-sponsored reforms of all three, in France, GREPH, or groupe de recherches sur l'enseignement philosophique, published what they referred to as their not-first not-last work, *Qui A Peur de la Philosophie?* Their analysis begins with a statement of necessary proliferation: "Pour le GREPH—il n'y a pas la philosophie." For GREPH, there is no Philosophy. GREPH pushed for a decentralized understanding and teaching of philosophy, but one which also recognized the importance of everyone thinking through the problematics of philosophy being and becoming everywhere. Everyone, that is, understood as intellectual. Where the national government understood philosophy as a discrete, bounded discipline that could be taught in one and only one year, and then examined in a way that would render the instruction terminal, GREPH experimented with teaching philosophy across the years, and in particular at younger ages, while not giving up the year of philosophy, the year which governmental reform intended to eliminate, or in the language of GREPH, liquidate. So, into the retain-or-eliminate binary, GREPH proposed impossible extension.

I was going to write about that year of philosophy, and its extension, in terms of U.S. undergraduate curricula. I was going to suggest the possibilities of, first, instituting a year of globalization studies in all colleges and universities, radically decentered and autonomous on each campus. The point would be that here and now intellectual formation worth its salt needs to take on board globalization, that while the content is terrifically important, the investment in the ongoing conversation, public and national, is initially more important. In the end, I'd hoped to persuade you to see this Year of Globalization Studies as a way of thinking through our responsibilities to the formation of intellectuals. I still do hope to do so ...

But the IMF and World Bank are not meeting, the fence is not up, and the shadows are considerably changed. Instead of thinking of globalization as the subject-position of the title, let's consider, instead, fear. Again turning to GREPH, as the group entered into experiments and essays at extending the age of philosophy downward, they encountered what they referred to as "the dominant consensus of fear."

As Director of the Expository Writing Program at the George Washington University, I've seen that consensus. I've spent the last weeks among teachers and students dealing with one another, with family, friends and strangers, and with the notion of the public. Repeatedly, people have expressed shock at the loss of lives, of a sense of security, and of open public discourse. While people have mourned and despaired at the violence committed in New York and in Washington, they have also wondered at the swiftness with which the metaphor of war has been disseminated. In an undergraduate school with a large international student population, we have been encouraged by the respect and solidarity shown among students, as we have worried at the infringements to public inquiry. How difficult is it now to "teach war critically," to "teach nation critically," to "teach violence critically?" We, the faculty, have shared stories about our classrooms, families, neighborhoods. We've shared stories about our sense of helplessness and our sense of hope, both imbedded in hard-earned experience. We've wondered about the constant invocation of unity. I keep hearing people say, "As Americans, we ...," and wonder about the non-citizen residents in the United States, and how this phrase, now a mantra, marks them. In *Of Hospitality*, Derrida calls this 'pas de l'hospitalité,' the step of hospitality/the rejection or absence of hospitality. He explains this as The law of unlimited hospitality enmeshed with the laws of hospitality that are always conditional and conditioned.

> Here and now, intellectual formation worth its salt needs to take on board globalization. While the content is terrifically important, the investment in the ongoing conversation, public and national, is initially more so.

Why are we so unprepared to discuss the events not only of September 11, not only of the intervening days and months, but also of the future? How might undergraduate institutions address the widespread bankruptcy of insight and discourse that accompanies the current dominant consensus of fear? I propose, from a structural institutional level, that we begin with a year of study. I don't mean a calendar year, as in we make the Year 2001 the Year of Study X, but rather that each undergraduate student dedicate one year of her/his term to studying, coherently, one theme, the same theme. Given the current climate of fear, I further propose that we study neither war nor peace but rather hope. In one of his last books, *Pedagogy of Hope*, Paulo Freire identified hope as, first, an ontological need. For hope to become historical concreteness, Freire then argued, it needs practice. Hope devoid of practice becomes, first, hopelessness, then tragic despair. Hence, to develop and sustain hope, "a kind of education in hope" is required.

What if we stated that for one to function adequately and responsibly as an intellectual, in the material and real present, that one should have spent at least a year thinking about hope? about its biology? its mathematics? its literature? its chemistry? its history? its gender studies? its queer studies? its theology? its music? the list goes on. You can design the curriculum for your own institution.

Remember how *War and Peace* ends? Pierre and Natásha invent, discover, construct, fall in love. For Natásha, who rightly has the last word as well as the last transformation, "everything, her face, walk, look, and voice, was suddenly altered. To her own surprise a power of life and a hope of happiness rose to the surface and demanded satisfaction." What if our curriculum helped students and faculty, together, to study, rigorously, and even to demand a power of life and a hope of happiness?

January 23–26, 2002 • Grand Hyatt Hotel • Washington, DC

Changing Students in a Changing World

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About AAC&U

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. One of its five key priorities is establishing diversity as an educational and civic priority.

From AAC&U Board Statement on liberal learning

AAC&U believes that by its nature...liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

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